Speedwriting

THE NATIONAL SHORTHAND

COMPLETE TEXT

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SPEEDWRITING

The Natural Shorthand

By

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COMPLETE TEXT

Published by

BRIEF ENGLISH SYSTEMS, Inc.
200 MADISON AVE., NEW YORK CITY

BRIEF ENGLISH SYSTEMS, Inc.
Cecil Chambers, 76 Strand
London, W. C. 2, Eng.

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PREFACE

Speedwriting was introduced to the public in 1923 under the name of Steno Short-Type System. That name was used to signify both shorthand and short-typing. Later, in order to associate it with other works on typewriting and on English, it was called Brief English System of Speedwriting, which name conveys to the mind instant recognition of its character and purpose.

Before the Steno Short-Type System was published, the author had proved that its possibilities for speed on the typewriter were limited only by the capacity of the human voice to speak. Although she was convinced that a machine shorthand was much needed, she realized that its benefits could not be appreciated fully until the distance between conventional stenography, with its arbitrary symbols, and machine shorthand, with its plain-type, was bridged.

Only a system of shorthand that could be used interchangeably—either with pencil or with the typewriter—could bridge this gap successfully. Such a system would not only prove doubly practicable, but it would render the learning of arbitrary combinations unnecessary, and therefore make a special machine only an additional burden and expense.

The author's experience of twenty years in teaching the leading systems of shorthand, her work of training the operators who won the World's Championships on the Stenotype in 1914, and her practice in training a group of high school students who, after seventy days of study, were able to write 115 words a minute, and to transcribe them with fewer than five per cent of errors*—all this experience in the best schools and colleges in America has enabled her to devise a practical system of

shorthand that will meet every demand placed upon it.

Since the Steno Short-Type System was offered to the public, its practicability has been justified in every particular, and the author's fullest expectations have been more than realized. But in many ways her greatest satisfaction has come from the testimony of students who have obtained gratifying results by the use of the pencil. These results prove conclusively what folly it is to spend time and energy learning to write arbitrary characters or signs for shorthand—characters which bear not the slightest resemblance to words or syllables for which they stand—when the ABC's, known to every one, can be used for the same purpose, and used more easily and effectively.

Believing that no one who values his time and energy—whether he be business man, doctor, lawyer, teacher, or student—can afford to be without a knowledge of Speedwriting, the only natural method of note-taking, the author submits her system. She is firmly convinced that it will meet a long felt need of those who have been looking for a system embodying ease, simplicity, accuracy, and SPEED.

E. B. D.

New York,
September, 1927.

* An account of this work was written by Mr. J. N. Kimball, Judge of International Contests, who was assisted by Mr. W. F. Oswald and other champions of the Underwood Speed Department. The account was put out in booklet form by the Stenotype Company under the title of "115 WORDS A MINUTE IN 70 DAYS."

SPEEDWRITING HELPS YOU TO USE THAT WHICH YOU ALREADY KNOW

Ever since primitive man set the first equivalent of a kettle on the coals, steam was of course waiting for man's use. Electricity was always about us. Waves of sound were always in the air.

Stephenson, Edison, Marconi did not invent these things. They discovered them, and recognized them with sufficient clarity to spend years of patient toil making them available for general use.

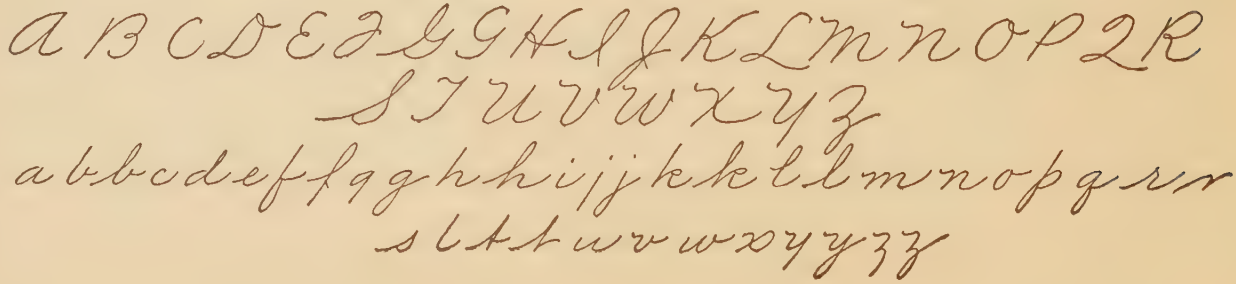
So ever since the alphabet came into being, Speedwriting has lain dormant among its letters. Thousands have felt that it was there—"v" for have, "d" for would, "l" for will. These forms are found in our speech as well. How often does any one say "I will" except in the marriage service? We say *I've*, *I'll*, *I'd*, etc.

To turn the switch—to turn on the full light of the possibility as contained in the essence of the longhand word—is what Speedwriting has done. It gives more time by saving time. It gives more energy by saving energy. It gives greater efficiency by saving time and energy.

The student who appreciates these facts puts himself into immediate touch and sympathy with the aim of Speedwriting, and he is then ready to begin the subtraction of nonessentials.

PENMANSHIP

In pencil writing, a small, round hand should be cultivated, along with ease of position, and a very definitely controlled motion. Whatever distance the hand travels beyond what is absolutely necessary represents only waste effort on the part of the writer; therefore all unnecessary initial and final strokes should be dropped from the letters. The following letter forms, made by that great penman, Mr. S. E. Bartow, are offered as those which will lend themselves most readily to ease and speed in writing, as well as to accuracy and rapidity in reading.



PHRASING

Both the eye-sweep and the hand-sweep are naturally limited; therefore for the beginner ease in reading, as well as in writing, is produced by breaking the writing lines into a number of pauses. As **these pauses conform to the thought to be expressed, they are in no way arbitrary -- in other words the grouping conforms to the spoken phrase.** The more experienced writer will make fewer pauses, and this, obviously will increase his speed.

STUDYING

There is a real art in correct studying. If you study scientifically, you will find that your work is much easier than if you attempt to conquer your problem by main force alone.

READING

The matter of reading Speedwriting is of as much importance as the matter of writing. It must become a habit with you. Many people form bad mental habits in reading. They find it almost impossible to read without skimming; in other words, impossible to read intelligently and accurately.

There is only one way to build up the habit of thoughtful reading, and that is to *think* while you read. Steady, clear, direct, concentrated thinking is just as necessary to the development of the mind as systematic and forceful exercise is to the development of the muscles of the body.

Have you read "How to Study the Course"? That comes first, and is essential to a right understanding of the work.

LESSON ONE

all.....l	in.....n	little.....ll	that.....ta	we.....w
as.....as	is.....s	more.....mo	there.....tr	well.....l
can.....k	it.....t	*other.....0	this.....th	will (v).....l
do.....do	know.....no	some.....so	time.....ti	work.....wk
for.....f	like.....lk	than.....n	to (t).....to	you.....u

Principles

1 Omit all silent letters. (know, no : dough, do : rough, rf : die, di)
2 When C has the sound of K, write k. (could, kd : cough, kf : college, klj)
3 Write t to express TO in infinitives only, and write the infinitive connectedly.
(to do, tdo : to have, tv : to be, tb : to see, tse : to know, tno)
(Note: Before a noun, pronoun, or adjective, write "to." to bed, tobd : to me, tome : to the, tot)
4 When AS is repeated in a phrase, omit the vowel. (as well as, sls : as long as, slgs)
5 A declarative sentence is followed by a period.

** See Principle No. 24 for rule for capitalizing.*

Sentences

We know you will like this work.	wno ul lk thwk.
Some will like it more than others.	sol lkt mon Os.
You will all like it in time.	ull lkt nti.
There is little for you to do.	trs ll fu tdo.
Do that as well as you can.	do ta sls uk.
We all like to do this work. (42 words)	wl lk tdo thwk.

wno ul lk thwk. sol lkt mon Os. ull lkt nti. trs ll fu tdo. do ta sls uk. wl lk tdo thwk.

Write the following in code:.

There is a little work for you to do. Will you do it? This time you can do more than some of the others. Do the work as well as you can for we know you will like it. No other can do the work as well as you can do it. We will do more for you some other time. (61 words)

VOCABULARY

The twenty-five new words assigned at the beginning of each lesson are not intended for practice study, but rather for reference, as one might use a dictionary. **Don't spend very much time studying these words; but after you have glanced over them, and taken in their general outline, as well as the principles for writing them, begin then to read the code in the sentences.**

Continue the reading until each word seems clear and distinct to you. In this way you learn to see the words as wholes, and to think of them in their relation to other words in the sentence. This is what makes for rapid and accurate reading as well as for rapid and accurate writing.

Be sure that you can read everything easily before you attempt to write it. You can produce outwardly only what you see inwardly. The inward seeing always precedes the outward writing, and the outward writing is an exact picture of what is seen inwardly. This is true of every situation, for every outside must have an inside. So all you have to do is to look out for the inside, and the outside takes care of itself.

WRITING

The logical way to approach the work is to take the first sentence, "We know you will like this work," and think of the equivalent for each word, writing that equivalent down with pencil. It will appear like this: w no u l lk th wk. Read and re-read these equivalents

until they seem logical, natural, and perfectly simple. Then phrase the work, or run the words together, and they will appear to you like this: wno ul lk thwk. Practice these phrases until you can write them easily, smoothly and without conscious effort. Then see how many times you can write this sentence in fifteen seconds.

When you can write this sentence three and one half times in fifteen seconds, you will be writing at the rate of one hundred words a minute. You have then learned seven of the twenty-five words.

Take the next sentence, "Some will like it more than others." Resolve these words into their equivalents by referring to the key-words assigned above, and you will have: so l lk t mo n Os. Again practice reading and re-reading these words until they, too, become a logical and natural part of your experience. Then run the words together, or phrase them, and they will appear to you thus: sol lkt mon Os. Practice this sentence until it can be written easily and smoothly; write it for fifteen seconds, and you will have added five more new words to your experience.

Proceed with each sentence in like manner.

When you have finished the six sentences in the first lesson, you will have written and re-written many times the first twenty-five words, and made them your friends. So easy and natural should they be to you that the words should instantly recall the outline, and the outline should just as instantly suggest the word.

LESSON TWO

a.....a	come.....k	me.....me	on.....o	place.....pl
about.....ab	day.....d	much.....mc	one.....on	take.....tk
after.....af	go.....g	my.....mi	only.....nl	which.....wc
and.....a	had.....h	now.....nw	our.....r	with.....w
are.....r	how (w).....hw	of.....v	*over.....V	your.....u

Principles

6 Write w to express the sound of medial and final OW. (cow, kw : mouse, mws)

7 Write c to express the sound of CH. (chap, cp : check, ck : touch, tc : rich, rc)

8 Disregard the spelling in such words as TRY, MY, FEW, NEW, WEIGH, SLEIGH, and write what you hear, which is tri : mi : fu : nu : wa : sla.

9 Write l to express final LY, ILY, LEY. (nearly, nel : family, fml : valley, vl)

10 An interrogative sentence is followed by a question mark (?).

* *See Principle No. 24 for rule for capitalizing.*

Sentences

Are you going to work with me now?	rug twk wme nw?
About how much work will you do?	ab hwmc wk ludo?
We had only this work to do over.	wh nl thwk tdo V.
Take more time and do your work well.	tk moti adou wkl.
After this you will come to our place.	af th ulk tor pl.
Will you come over to our place now?	luk V tor pl nw?
And will you go on with my work?	alugo wmi wk?
Which one of you will come with me? (63 words)	wcon vu lk wme?

rug twk wme nw? ab hwmc wk ludo? wh nl thwk tdo V. tk moti adou wkl. af th ulk tor pl. luk V tor pl nw? alugo wmi wk? wcon vu lk wme?

Write the following in code:

This work can be done day after day. How much of it can you do now? Do you take time to do your work, and do you do it as well as you can? After you do your work as well as you can, I will take one of you over to my place. (54 words)

LESSON THREE

again.....ag	from.....fm	his.....s	see.....se	way.....wa
any.....n,	good.....g	long.....lg	such.....sc	what.....wa
be,-ing.....b	he.....e	not.....n	the.....t	who.....ho
before.....bf	here.....he	or.....or	they.....ty	would.....d
ever,-y.....ev	him.....m	out.....ou	thing (g)...tg	year.....y

Principles

11 When a word-sign and another syllable, or when two word-signs can be used to form a word, do so. (therefore, trf : today, tod)

12 Omit AND in such phrases as MORE AND MORE, momo : AGAIN AND AGAIN, agag : OVER AND OVER, VV.

13 Write figures to represent all numbers except the numeral "1" when it stands alone.

14 Write g to express final ING and THING. (knowing, nog : nothing, ng)

15 Write a comma to express the medial or final sound of "ie." (anything, n,g : money, mn,)

16 N may safely be omitted in such words as long, lg : thing, tg : ring, rg : sing, sg .

Sentences

Any good thing you like, you can do well. (1)	n, g tg ulk uk dol.
Every year there is more and more to do.	evy trs momo tdo.
There is some such work for him here now.	trs so scwk fm henw.
His place is not a long way from here.	spl sn algwa fmhe.
Who would like to go there again with me?	hod lk tg tr ag wme?
He will be here in a day or two.	elb he nad or 2.
Before you go out there, will you see me? (1)	bf ugou tr lu seme?
What would they like to do for a year? (72 words)	wad tylk tdo fay?

n, g tg ulk uk dol. evy trs momo tdo. trs so scwk fm henw. spl sn algwa fmhe. hodlk tg tr ag wme? elb he nad or 2. bf ugou tr lu seme? wad tylk tdo fay?

Punctuation

(*Note: The figures in parentheses after sentences refer to the rules of punctuation.*)

(1) *Use a comma to set off a dependent clause preceding its principal clause.* (*Ex. When an adverbial clause is put at the beginning of a sentence to secure emphasis, it is called a dependent clause.*)

LESSON FOUR

an.....a	great.....gr	make.....mk	no.....no	up.....p
at.....at	have.....v	man.....m–	old.....ol	was.....z
been.....b	her.....h	many.....m	so.....so	were.....w
but.....b	if.....if	men.....mn	their.....tr	when.....wn
by.....b	into.....nt	new.....nu	them.....tm	where (r)...wr
			then.....tn	will (n)....wl

Principles

17 Write s to express initial SOME. (something, sg : somehow, sw : sometimes, stis)

18 The past tense and also the present participle of many verbs may safely be omitted. (I have worked for you before, ivwk fubf. I am doing well, imdo l.

19 Write v to express final EVER. (whenever, wnv : whoever, hov : however, hwv)

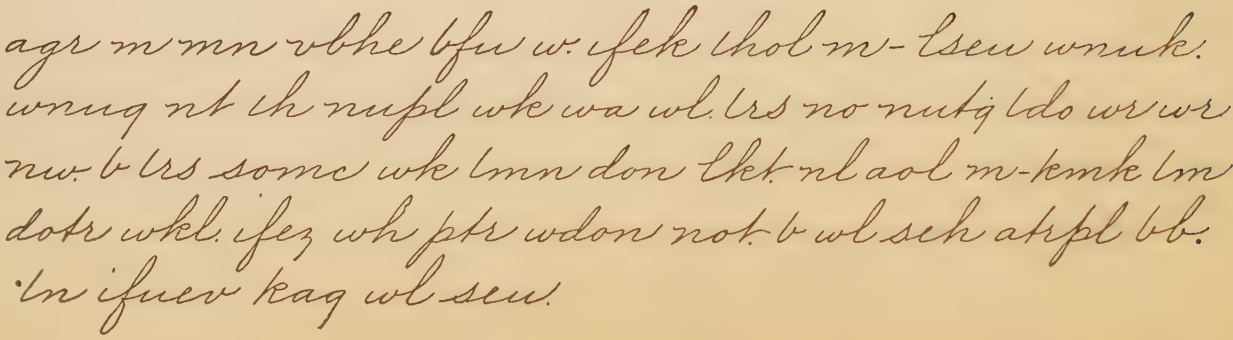
20 In most cases t may safely be used to express the sound of TH. (them, tm)

21 When final S has the sound of Z, write z. (raise, rz : tease, tz : wise, wz : nose, nz : choose, cz)

(*Note: Some authorities hyphenate the words, today, tonight, and tomorrow, but business usage tends toward eliminating the hyphen.*)

Sentences

A great many men have been here before you were.
If he can, this old man will see you when you come.
When you go into this new place, work with a will.
There is no new thing to do where we are now.
But there is so much work, the men do not like it.
Only an old man can make them do their work well.
If he was with her up there, we do not know it.
But we will see her at our place by and by.
Then if you ever come again, we will see you. (100 words)

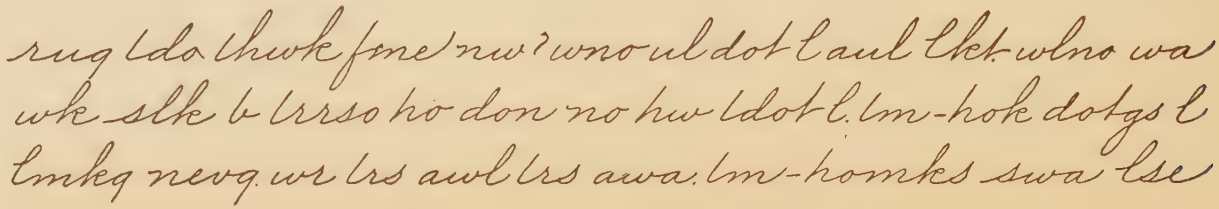


LESSON FIVE

TO THE STUDENT

(Note: You now have the hundred words of highest frequency in the English language. These hundred words constitute about sixty per cent of all written or spoken language. You can readily see how very important it is that you know them thoroughly. It is for this reason that we give you additional practice on them in the next lesson.)

Are you going to do this work for me now? We know you will do it well, and you will like it. We all know what work is like, but there are some who do not know how to do it well. (2) The man who can do things well will make good in everything. Where there is a will, there is a way. The man who makes his way will see into the years before him, and then work up to the place which he sees. Sometimes we come to many a little thing we do not like to do, but all men who have been great have had to do such things many times. (115 words)

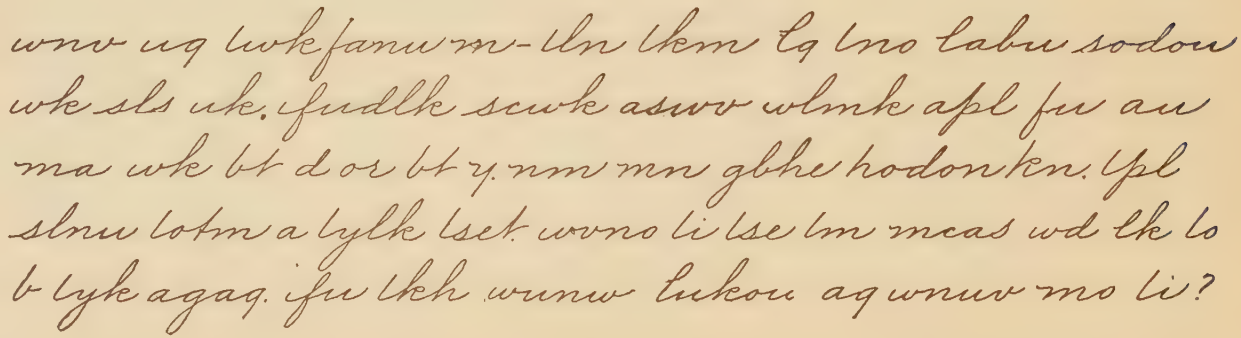


nt lys bfm atn wkp lot pl wce sz. sts wk lom all
lq wdon lk ldo b lmn hovb gr vh ldo sc lgs m lis.

Do you see that good old man? He was over to their place for many years before he had work here. You know an old man likes to do more than any two other men on the place. But as long as he can work, we will make a place for him. Some men like to see how much they can do in a day, but others take more time, and do everything well. (2) We like only the men who do their work as well as they can. (4) After today one of our men will do some of my work for me. It will not be new to him, for he was here before we were. (116 words)

douse laq olm-?ez Vlo lrpl fmys bf ehwk he.uno aolm-lks.
ldo mon n,2. Omn otpl. b-slgs ekwk wlmk a pl fm.
somn lk lse hwmc ly kdo nad b Os lkemo li ado evq l.
wlk nl lmn hodo lrwk sls lyk. af lod onvr mn ldo
sovme wk fme. lnb nu lom fez he bfwvv.

Whenever you go to work for a new man, it will not take him long to know all about you; so do your work as well as you can. (6) If you would like such work as we have, we will make a place for you, and you may work by the day or by the year. Not many men go by here who do not come in. The place is all new to them, and they like to see it. We have no time to see them, much as we would like to, but they come again and again. (5) If you take her with you now, will you come out again when you have more time? (116 words)



Punctuation

(2) *Use a comma to separate co-ordinate clauses, whether independent or dependent, joined by one of the pure conjunctions—and, but, for, or, neither, nor.* (*Ex. These are called co-ordinate conjunctions, for they join two elements of exactly equal rank.*)

(*Note: When only words, phrases, or predicate verbs are joined by a co-ordinate conjunction, no comma is used; but when there are two clauses—two ideas—the comma is used to separate them.*)

(3) *A non-restrictive relative clause introduced by who, which, that, and similar pronouns, is separated from the rest of the sentence by commas.* (*Ex. The Speaker of the House, who is a Republican, will give the opening address.*)

(4) *A restrictive relative clause should not be set off by commas.* (*Ex. The boy who brought it has gone away.*)

(*Note: A necessary clause is called restrictive, and the additional clause, presenting an additional thought, non-restrictive.*)

(5) *Words, phrases, or clauses which have a parenthetic function, but for which parenthesis marks or double dashes are not suitable, should be separated from the rest of the sentence by commas.* (*Ex. The schools of the city, as well as those of the Nation, must be kept free of politics.*)

(6) *Two independent clauses joined by one of the weaker or less common connectives, such as accordingly, besides, hence, however, moreover, nevertheless, so, still, then, therefore, thus, and the like, are separated by a semicolon.* (*Ex. The chairman bowed, and the speaker began his address. The chairman bowed; then the speaker began his address.*)

LESSON SIX

another.....a0	cut.....kt	high.....hi	left.....lf	said.....sd
away.....awa	down.....dw	home.....ho	let.....lt	same.....sa
both.....bo	father.....Fa	just.....j,	must.....m,	tell.....tl
boy.....by	found.....fw	large.....lj	own.....on	these.....tz
could.....kd	head.....hd	last.....l,	run.....rn	us.....us

Principles

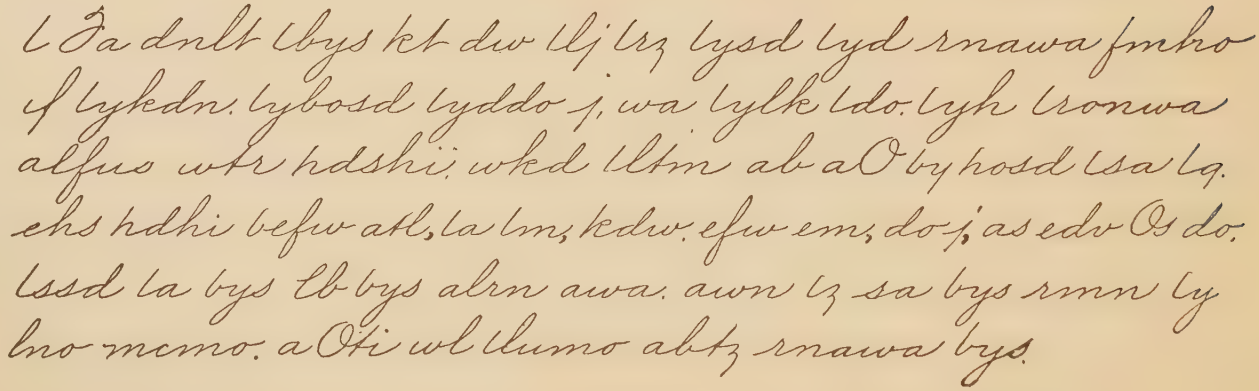
22 Write y to express the sound of OI. (toy, ty : joy, jy : boil, byl : oil, yl)
23 Write a comma to express final ST. (past, p, : missed, m, : cost, k,)
24 Capitalize the principal syllable of a word to add the sound of ER, DER, TER, and THER. (similar, Sml : hearer, He : larger, Lj : order, Or : major, Mj : matter, Ma : mother, Mo)

(*Note: The principal syllable of a word is the first syllable of the root word.*)

Sentences

The father would not let the boys cut down the large trees.
They said they would run away from home if they could not.
They both said they would do just what they liked to do.
They had their own way, and left us with their heads high.
We could tell them about another boy who said the same thing.
He had his head high, but he found at last that it must come down.

He found he must do just as he would have others do.
It is said that, "Boys will be boys, and will run away." (7-8-9)
And, "When these same boys are men, they will know much more."
Another time we will tell you more about these run-away boys. (10)
(123 words)



Punctuation

(7) *Separate a short direct quotation from the rest of the sentence by the comma.* (*Ex. He said, "Lafayette, we have come."*)

(8) *Use quotation marks to enclose a direct quotation, but not to enclose an indirect quotation.* (*Ex. He told Lafayette that we had come.*)

LESSON SEVEN

back.....bk	each.....ec	has.....as	live.....lv	shall.....Z
book.....bk	find.....fi	heart.....h/	love.....lv	should.....Zd
call.....kl	first.....f,	keep.....kp	people.....pp	show.....Zo
came.....k	get.....gt	kind.....ki	right.....ri	still.....stl
did.....dd	give,-n.....gi	life.....lf	says.....ss	word.....w/

Principles

25 Write p to express medial and final PLE. (cripple, krp : triple, trp : sample, smp)

26 Write a shilling mark (/) to express medial and final RT and RD. (card, k/ : heard, h/ : bird, b/ : flirt, fl/ : hurt, h/ : artist, a/, : insert, ns/)

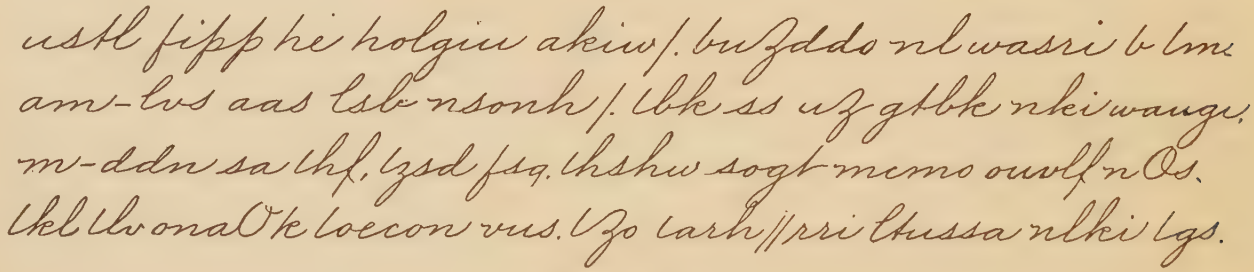
27 To form the plural, or to add "s" to words ending in a punctuation symbol, repeat the symbol. (cards, k// : rents, r-- : masts, m,, : classes, kl'': binds, bi-- : blesses, bl'')

28 Write Z to express the sound of initial, medial, and final SH. (shadow, Zdo: shoes, Zz : flashy, flZ, : rushing, rZg : mesh, mZ : dish, dZ)

Sentences

You still find people here who will give you a kind word.
But you should do only what is right by them.
A man lives and has all his being in his own heart.

The book says, "You shall get back in kind what you give."
Man did not say this first; it was said for his good. (11)
This is how some get much more out of life than others.
The call to love one another came to each one of us.
To show that our hearts are right, let us say only kind things. (95 words)



Punctuation

(9) *When another mark of punctuation is used with quotation marks, its position depends on whether it belongs to the quoted material only or to the sentence as a whole. A period or a comma always goes within the quotes; other marks go outside unless they properly belong to the quoted material. (Ex. Don't say "ain't"; the correct form is "am not." He asked, "Where shall I go?" Did he say, "We will come"?)*

(10) *Compound adjectives should be hyphenated. (Ex. four-story house, ten-acre lot, half-barrel, half-dollar.)*

(11) *Use a semicolon between members of a compound sentence that are not joined by a conjunction. (Ex. It is not work that kills men; it is worry.)*

LESSON EIGHT

between.....bt	hear.....he	leave.....le	she.....Z	use.....us
city (C)....s;	house.....hw	most.....mo,	pity.....p;	while.....wl
fail.....fl	I.....i	near.....ne	stand.....st-	woman.....wm
fair.....fa	its.....ts	night.....ni	think.....tq	women.....wmn
half.....hf	land.....l-	open.....op	through.....tu	world.....wo

Principles

29 Use a hyphen (-) to express the sound of medial or final ND, NT, and MENT. (band, b- : paint, pa- : lend, l- : sent, s- : raiment, ra- : sentiment, s-- : front, fr-)

30 Write q to express the sound of medial or final NK. (rink, rq : sink, sq : rancour, Rq : honk, hq : banquet, bqt)

31 The semicolon (;) may be used to indicate final ITY. (nobility, nb; : oddity, od; : divinity, dvn; : cavity, kv; : laxity, lx;)

(*Note: When writing with pen or pencil, the semicolon may be changed to a blend as shown in the word "city" written below.*)

Sentences

The boys have been away from home between three and four years.
I think they have been in the city most of the time.
For a while, however, they worked near the city on some land.
A woman owned half the land, and lived there through the year.
She used to pity the boys and tell them that they should go home.
Two women keep the home for the father just as it was.
They do not fail to keep it open both day and night.
They will show you through the house and then leave you.
It is near night, and you think about the world at large.
Its love for show is more than its love for good. (120 words)

Ibys vb awa fmho bt 3 a 4 y. itq lyvb nts, mo, vtti.
fawl hwv lywk nets, osol-.awm onhf Ib-alv lr
lut y. Jus lp, Ibys atl lm laty Zdgho. 2 wmn kplho
ft Da j, astz lydon fl lkpt of bodani. lyl Jou
lut hw atn lew. lsne ni autq abtwo atlj. lslv
fJos mon lslv fg.

LESSON NINE

also.....lso	far.....fa	name.....na	side.....si	upon.....pn
complete...kpe	form.....fm	off.....of	small.....sm	very.....v
end.....e-	hand.....h-	part.....p/	soon.....sn	water.....Wa
even.....vn	light.....li	pass.....p'	too.....to	white.....wi
eye.....i	look.....lo	put.....p	turn.....tn	why.....y

Principles

32 Write only as much of a word as is necessary to suggest the word. (look, lo : name, na : together, tog : friend, fr : begin, bg)

33 Write the apostrophe (') to indicate final SS. (lass, l' : cross, kr' : hiss, h' : kiss, k' : floss, fl')

34 Write k to express initial and medial COG, COL, COM, CON, COR, COUN, CUM. (cognize, knz : collect, kk : comfort, kf/ : comment, k- : connect, knk : corrupt, krp : council, ksl : accumulate, akla : recognize, rkz : recommence, rkc/)

FORMS OF SALUTATION AND COMPLIMENTARY CLOSE

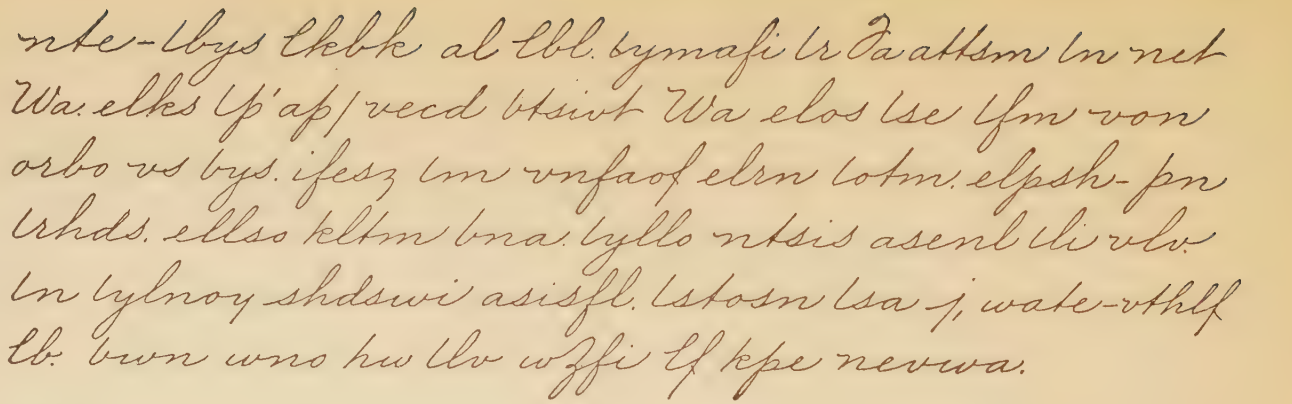
(*Note: Space before and after the salutation.*)

Dear Madam.....dm	Dear Mrs.....dmrs	My dear Mr.....mdM
Dear Miss.....dm'	Dear Sir.....ds	My dear Sir.....mds
Dear Mr.....dM	My dear Miss.....mdm'	Gentlemen.....j
Cordially yours.....cu	Sincerely yours.....su	Yours truly.....ut
Faithfully yours.....fu	Truly yours.....tu	Yours very truly.....uvt
Respectfully yours.....ru	Very truly yours.....vtu	Yours respectfully.....ur

Sentences

In the end the boys will come back, and all will be well.
They may find their father at the small turn near the water.
He likes to pass a part of each day by the side of the water.
He looks to see the form of one or both of his boys.
If he sees them even far off, he will run to them.
He will put his hand upon their heads. He will also call them by name.
They will look into his eyes and see only the light of love.
Then they will know why his head is white and his eyes fail.
It is too soon to say just what the end of this life will be.
But when we know how to live, we shall find life complete in every way.

(136 words)



TO THE STUDENT

The sentences in this work are arranged for self-dictation. They increase in length as the student's memory is strengthened. While there is no attempt to produce a literary narrative to illustrate each hundred-word group, there is, at least, a central theme, about which the sentences are so grouped as to give a living and interesting reading text suggestive of straight matter. This serves to eliminate interrupted attention, trains the mind to follow continuously a given line of thought, and makes dictation right from the start possible.

LESSON TEN

REVIEW EXERCISE

(Note: The words included in Lessons Six, Seven, Eight, and Nine comprise the second hundred words of highest frequency in the English language. The following words are derived from, or suggested by, the words contained in these lessons.

Use these words in sentences of your own composition. The following paragraph is given you to show you what you can do in sentences of your own making.)

tlb Ki a Fa tou aulgt aGr nlj vthwk Sn if bf ug Fa ntwk ul stp aust Sm w// uvfw tb sog fu.us lt w// tauno aus tm evd.ths twa tbk a g Tq a ng l Bou if udo uwk l.

backer.....Bk	finder.....Fi	higher.....Hi	lover.....Lv	runner.....Rn
bother.....Bo	former .....Fm	keeper.....Kp	maker.....Mk	smaller.....Sm
caller.....Kl	founder.....Fw	kinder.....Ki	mayor.....Ma	sooner.....Sn
cutter.....Kt	giver.....Gi	larger.....Lj	older.....Ol	teller.....Tl
fairer.....Fa	greater.....Gr	lighter.....Li	owner.....On	thinker.....Tq
farther.....Fa	hearer.....He	liver.....Lv	passer.....P'	whiter.....Wi

ASSOCIATION OF IDEAS

The law of association of ideas is one of the strongest principles governing the activity of the mind. Associate all the words of similar sound together in your mind and thereby save the learning of separate words. (how, hw : now, nw : cow, kw: row, rw : plough, plw)

In the same way learn the following groups of words through the application of the principle of the association of ideas. Then use these words in sentences of your own building. In this way the words will become fixed in your mind for all time.

Final D may safely be omitted in such words as maid, ma : staid, sta : paid, pa
" M " " " " " " " " home, ho : same, sa : name, na
" N " " " " " " " " down, dw : clown, klw : frown, frw
" ND " " " " " " " " found, fw : round, rw : pound, pw
" R " " " " " " " " fear, fe : dear, de : near, ne
" S " " " " " " " " induce, ndu : reduce, rdu
" T " " " " " " " " sight, si : right, ri : light, li
" V " " " " " " " " leave, le : receive, rse : deceive, dse

SUMMARY OF PRINCIPLES—BOOK ONE

"and" omitted in phrases

more and more	momo
again and again	agag
over and over	VV

' (apostrophe)
for final "ss"

ss	lass	l'
	abbess	ab'
	tailoress	Tal'
	countess	kt'
	kiss	k'
	floss	fl'
	truss	tr'
	cross	kr'
	class	kl'

c for

ch	chap	cp
	check	ck
	touch	tc
	rich	rc
	catcher	Kc

Capitalizing

Capitalizing the principal syllable of a word adds the sound of

er	similar	Sml
	hearer	He
	larger	Lj
	honor	On
	major	Mj
der	louder	Lw
	order	Or
ter	later	La
	better	B
	debtor	D

ther	other	0
	mother	Mo
	father	Fa
	brother	Bro

Note: Derived forms may drop the vowel "e."

filter, Fl	filtrate, Fl;
hinder, H–	Hindrance, H–c/

, (Comma)
for medial and final short vowel sounds of "ie," and for final "st."

baby	bb,
anything	n,g
money	mn,
past	p,
missed	m,
cost	k,
latest	la,
trusts	tr,,
tests	t,,
laziest	lz,,

(When the sound of "st" occurs medially, the "t" may safely be omitted. See "s," Book Two.)

Disregard spelling and write what you hear in such words as

try	tri
my	mi
few	fu
new	nu
weigh	wa
sleigh	sla

g for final

ing	knowing	nog
thing	anything	n,g
	nothing	ng
	something	sg

\- (hyphen)
for medial and final

nd	band	b-
	land	l-
	fond	f-
nt	pant	p-
	paint	pa-
	sent	s-
	splint	spl-
	front	fr-
	stunt	st-
ment	raiment	ra-
	sentiment	s--
	fundamental	f--l

k for sound of k written

c	could	kd
	cough	kf
	college	klj

k for initial and medial

cog	cognize	knz
col	collect	kk
	recollect	rkk
com	comfort	kf/
	comment	k-
	commission	kj
	committee	k;
	recommend	rk-
	accommodate	akda
con	connect	knk
	reconcile	rksl

cor	corrupt	krp
	correspond	ksp-
coun	council	ksl
	account	akt
	recount	rkt
cum	incumbent	nkb-
	accumulate	akla
	recognize	rkz

l for final

ly	nearly	nel
	family	fml
	valley	vl

n omitted in such words as

long	lg
thing	tg
ring	rg
sing	sg
among	mg

Omit all silent letters

know	no
dough	do
rough	rf
die	di

p for medial and final

ple	cripple	krp
	triple	trp
	sample	smp
	accomplish	akpZ

Plurals

Plural endings are usually formed by adding "s." When the ending is represented by a comma, semicolon, apostrophe, or a slant, it may be re-

peated to indicate the plural, and also the letter "s."

works	wks
forms	fms
babies	bb,,
cavities	kv;;
realities	rl;;
countesses	kt''
rents	r--
sentiments	s---
blesses	bl''
binds	bi--
ends	e--
defends	df--

q for medial and final

nk	bank	bq
	banquet	bqt
	rancour	Rq
	drink	dq
	honk	hq
	sunk	sq
	drunkard	dq/
	Lincoln	lqn
	distinction	dsqj

s for "as" when repeated in a phrase

as well as	sls
as long as	slgs
as good as	sgs
as much as	smcs

s for initial

some	something	sg
	somehow	sw
	sometimes	stis
	somewhere	swr

/ (slant) for medial and final "rd" and "rt."

rd	hard	h/
	hardihood	h/hd
	guard	g/
	bird	b/
rt	heard	h/
	word	w/
	art	a/
	artist	a/,
	heartless	h/l'
	squirt	sq/
	flirt	fl/
	dirt	d/
	curt	k/

When "rd" or "rt" follows c, j, s, and z, the vowel may be inserted to avoid conflict.

	chart	ca/
	jarred	ja/
	sort	so/
	lizard	lza/

; for final

ity	lucidity	lsd;
	oddity	od;
	finality	fil;
	docility	dsl;
	frivolity	fvl;
	credulity	kdl;
	profanity	pfn;
	serenity	srn;
	rarity	ra;
	temerity	tmr;
	seniority	snr;
	futurity	Fu;

	tenacity	tns;
	obesity	obs;
	duplicity	dps;
	verbosity	vbs;
	cavity	kv;
	longevity	ljv;
	proclivity	pklv;
	laxity	lx;
	ability	ab;
	fallibility	flb;
	nobility	nb;

t for (in infinitives only)

to	to do	tdo
	to have	tv
	to be	tb
	to see	tse
	to know	tno

t for

th	them	tm
	then	tn
	there	tr
	these	tz
	think	tq

v for final

ever	whenever	wnv
	whoever	hov
	however	hwv

w for the sound of medial and final

ow	cow	kw
	mouse	mws
	how	hw
	row	rw

y for

oi	toy	ty
	joy	jy
	boil	byl
	soil	syl
	oil	yl

Z for initial, medial, and final

sh	shadow	Zdo
	shoes	Zz
	flashy	flZ,
	rushing	rZg
	mesh	mZ
	fish	fZ
	dish	dZ
	rush	rZ

z for final "s" having the sound of z.

raise	rz
tease	tz
sneeze	snz
wise	wz
nose	nz
choose	cz
fuse	fz

LESSON ELEVEN

among.....mg	company.....co	full,-y.....fu	poor.....po	since.....sc/
around.....rw	country.....K	hundred.....H	river.....Rv	strong.....S
best.....b,	cross.....kr'	made.....ma	saw.....sa	together...tog
close.....klz	follow.....fo	once.....c/	school.....skl	true,-th....tu
cold.....kl	friend.....fr	order.....Or	sea.....se	try.....tri

Principles

35 Use standard abbreviations whenever possible. (company, co : number, no)

36 Write a for the sound of AW and AU. (law, la : raw, ra : author, A)
(Note: Write o for the same sound if the word is spelled with o.
Ex. ought, ot)

37 Write c/ to express the sound of final NCE and NSE, and also, NCY.
(dance, dc/ : fence, fc/ : rinse, rc/ : fancy,fc/)

(Note: When the "ance" sign (c/) occurs medially, omit the slant.
Ex. pencil, pcl : expensive, xpcv : fencing, fcg : princess, pc')

(Note: When final "ance" (c/) is preceded by a vowel, omit the c.
Ex. endurance, ndu/ : continuance, Ku/ : insurance, nsu/)

38 Write S to express the sound of STR and combinations of STR. (strike, Si : start, St : destroy, dSy : sterling, Slg : stir, S : restore, rS : disturb, dSb : minister, mnS)

39 Write K to express initial CONTIN, CONTRA, CONTRI, CONTRO, COUNTER. (continual, Kul : contract, Kk : contribute, Kb : controversy, Kvs, : counteract, Kak)

Sentences

At the close of a cold day the order came to cross the river.
The company was fully a hundred strong, and made up of the best men.
The man at the head of the company was loved by all his men.
Among the boys were five true friends who had been together since they left school.
These boys had once tried to follow the sea, but they did not like it.
In going around the world, however, they saw the poor people of other countries.

(86 words)

at lkly vakld lOrk lkr' lRv lcozfw atK Samap
vtb, mn lm- atthd vtco zlv blsmn: mg lbys w5
lufrs hohb log sc/ lyll skl: lzbys ho/ri lfo lse b ly
ddn lkt ngrw lwo hwv lysa lpopp v OKs.

LESSON TWELVE

above.....bv	business....bs	hard.....h/	might.....mi	those.....tos
along.....lg	care.....ka	help.....hp	plan.....pln	thought.....tt
arm.....am	coming.....k	hold.....hl	protect....ptk	want.....w-
bed.....bd	door.....do	king.....kg	room.....rm	whole.....hl
behind.....bh	enough.....nf	line.....li	set.....st	wish.....wZ

Principles

40 Write n to express initial EN, IN. (enlarge, nlj : inform, nfm)

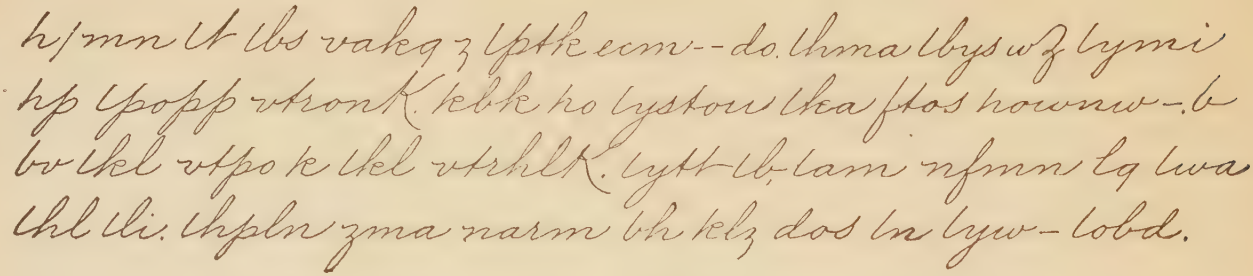
41 Write p to express initial and medial PR, PER, PUR, PRE, PRO. (pride, pi : perfect, pfk : purchase, pcs : pretend, pt- : provide, pvi : spread, spd)

42 Write a for the sound of initial AR. (argue, agu : arch, ac : arm, am)
" e " " " " " ER. (earn, en : earth, eth : early, el)
" o " " " " " OR. (orphan, ofn : orchard, oc/ : orb, ob)
" u " " " " " UR. (urge, uj : urban, ubn : urchin, ucn)

Sentences

Hard men thought the business of a king was to protect each man's door. (12)
This made the boys wish they might help the poor people of their own country.
Coming back home, they set out to care for those who were in want. (16)

But above the call of the poor, came the call of their whole country.
They thought it best to arm enough men along the way to hold the line.
This plan was made in a room behind closed doors; then they went to bed. (87 words)



Punctuation

(12) *The possessive of singular nouns is formed by adding an apostrophe and s ('s). (Ex. The boy's coat.)*

(13) *In the possessive plural of a noun of which the nominative plural ends in s, the apostrophe should follow the final s. (Ex. Boys' coats.)*

(14) *Proper nouns of one syllable ending in s form the possessive singular by adding an apostrophe and s ('s). (Ex. Jones's hat.)*

(15) *Proper nouns of two or more syllables ending in s form the possessive singular by adding the apostrophe only. (Ex. Moses' law, Jesus' sake, Socrates' orations.)*

LESSON THIRTEEN

better.....B	done.....dn	hour.....r	need.....ne	spring.....spg
black.....bl	during.....du	late.....la	never.....nv	state (St).sta
bring.....br	face.....fs	meet.....me	next.....nx	until.....ut
change.....cj	fine.....fi	money.....mn,	number.....no	wall.....wal
constant...ks-	horse.....hs	morning....mng	rest.....r,	yet.....yt

Principles

43 Write s to express medial ST. (lastly, lsl : ghostly, gsl : constant, ks- : distant, ds- : assistance, assc/ : understand, Us-)

44 N may be omitted before the sound of CIAL, CH, J, NCE, SHUN. (financial, fnx : branch, brc : singe, sj : ordinance, odc/ : intention, ntj)

45 T may safely be omitted after the sound of P, K, and X. (rapt, rp : picture, pku : lecture, lku : mixture, mxu : texture, txu)

46 Write u to express initial UN. (unlike, ulk : unfair, ufa : unkind, uki)

January.....jn	May.....ma	September.....sp
February.....fb	June.....ju	October.....oc
March.....mc	July.....jl	November.....nv
April.....ap	August.....ag	December.....dc

Sentences

The hour was late. They had done all they could for the State, yet they could not rest.

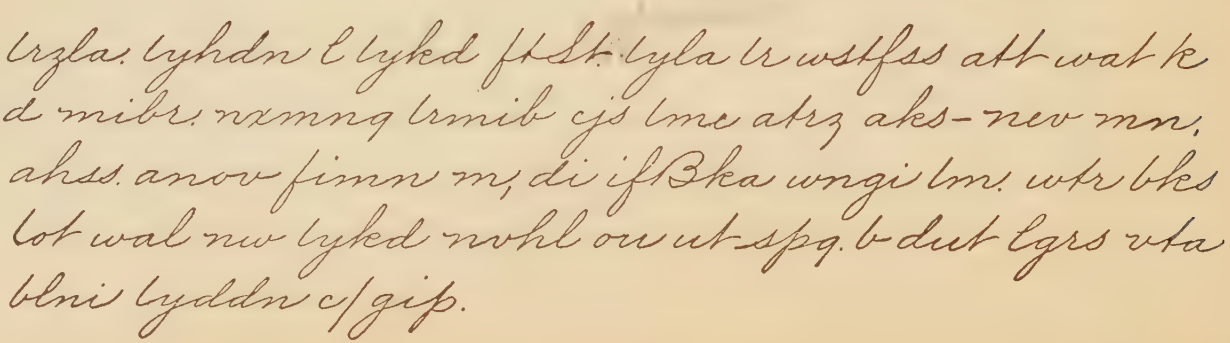
They lay there with set faces, and thought what the coming day might bring.

Next morning there might be changes to meet, and there was a constant need of money and horses.

A number of fine men must die if better care were not given them.

With their backs to the wall now, they could never hold out until spring.

But during the long hours of that black night they did not once give up. (89 words)



LESSON FOURTEEN

because.....ks	dress.....dr'	mean.....me	present....ps-	stop.....stp
begin.....bg	foot.....ft	mother.....Mo	read.....rd	sure.....su
carry.....ky	girl.....gl	nothing.....ng	round.....rw	talk.....tak
cover.....Kv	learn.....ln	plant.....pl-	send.....s-	under.....U
does.....ds	matter.....Ma	point.....py	special....spx	walk.....wak

Principles

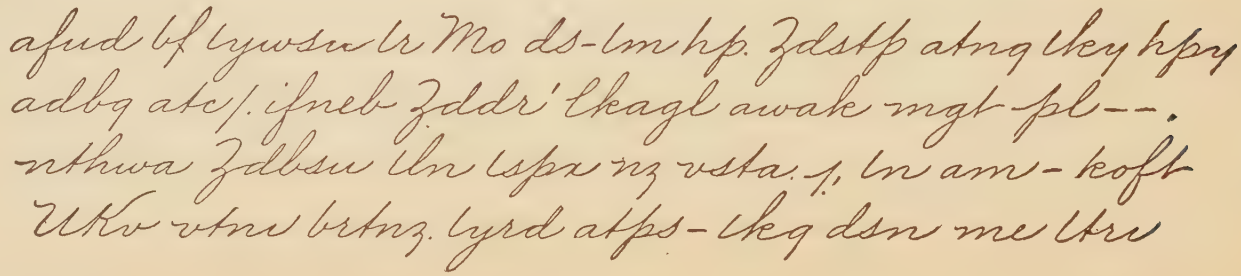
47 Write y to express medial and final ARY, ERY, IRY, ORY, URY. (momentary, mo-y : finery, fiy : wiry, wy : sorry, sy : luxury, lxy : serious, syx)

48 x may be used to express medial and final US, OUS, EOUS, IUS, IOUS, CIOUS, TIOUS. (bonus, bnx: hazardous, hz/x : gorgeous, gjx : gracious, gx : radius, rdx : odious, odx : ambitious, mbx)

49 Write x to express the sound of final CIAL, ACIAL, SUAL, TIAL, ATIAL. (crucial, kux : racial, rx : visual, vx : martial, max : palatial, plx)

Sentences

A few days before they were sure their mother would send them help.
She would stop at nothing to carry her point, and would begin at once.
If need be, she would dress like a girl and walk among the plants.
In this way she would be sure to learn the special news of state.
Just then a man came on foot, under cover of the night, bringing the news.
They read, "At present the King does not mean to try to carry another point."
It was enough; in all the round world there was no country like theirs.
This is the way they learned that a man does not die because he is poor.
He just begins to live when he knows that life is forever.
As they walked, and talked the matter over, they found they could say, even as said another good man of old, "O King, live for ever." (17) (153 words)



lky aOpy lznf nlt-rwwo lrzno K lktrs. lhstwa lyl-laam-dsndi ksespo. ey, bgs ilv wnenz lalfs fv as ly wak a lakt Ma V lyfw lykdsa vn assd aO gm-vol okq lv fev.

Punctuation

(16) *Use a comma to set off absolute phrases. (Ex. Replying to your letter of June 5, I am sending you under another cover the report for which you ask.)*

(17) *The sign of direct address (poetic or Biblical) is spelled O. It is always capitalized, and is not followed by punctuation. (Ex. "I fear for thee, O my country.")*

(18) *The common interjection is spelled OH. It is capitalized only at the beginning of a sentence, and is followed by an exclamation point, or a comma. (Ex. "Oh, but you must do your work before you go." "Oh! you ought not to do that.")*

LESSON FIFTEEN

REVIEW EXERCISE

(Note: The words included in Lessons Eleven, Twelve, Thirteen, and Fourteen comprise the third hundred words of highest frequency in the English language.

The following words are derived from, or suggested by, the words found in the last four lessons. Make up sentences in code, using these words, as you did in Lesson Ten.)

beginner....Bg	fewer.....Fu	later.....La	pointer.....Py	stronger....Sr
blacker.....Bl	finer.....Fi	layer.....La	poorer.....Po	surer.....Su
carrier.....Ky	follower....Fo	learner.....Ln	roomer.....Rm	talker.....Tak
closer.....Kls	harder.....H/	liner.....Li	rounder.....Rw	truer.....Tu
colder.....Kl	helper.....Hp	meaner.....Me	sender.....S-	walker.....Wak
dresser....Dr'	holder.....Hl	planter....Pl-	setter.....St	wisher.....WZ
unarm.....uam	undo.....udo	unfair.....ufa	unkind.....uki	unsaid.....usd
unclose...uklz	undone.....udn	unhand.....uh-	unlearn....uln	untrue.....utu
uncover....uKv	uneven.....uvn	unjust.....uj,	unrest.....ur,	unturn.....utn

LESSON SIXTEEN

almost.....lmo	child.....ci	free.....fre	mind.....mi-	speak.....spe
beautiful..btf	children...cil	garden.....g/n	motion.....mj	summer.....Sm
big.....bg	dear.....de	gold.....gol	often.....of	third.....3d
bird.....b/	feel.....fl	hair.....ha	reach.....rc	warm.....wm
brother....Bro	field.....fel	happy.....hp,	lead.....le	yellow.....ylo

Principles

50 Write f to express medial and final FUL, FULLY, FERE, FORE, and FY. (useful, usf : carefully, kaf : interfere, Nf : therefore, trf : verify, vf : carefulness, kaf')

51 Write j to express medial and final TION, ATION, ETION, ICIAN, OTION, USION. (action, akj : relation, rlj : Venetian, vnj : physician, fsj : motion, mj : fusion, fj : position, psj : reactionary, rkjy : actionable, akjb)

Sunday.....sn	Thursday.....th	street.....st
Monday.....mn	Friday.....fr	avenue.....av
Tuesday.....tu	Saturday.....st	city.....(C)....s;
Wednesday.....wd	State (n).....St	court.....k/

Sentences

My brother has two dear little children, who are just as happy as they can be.
They play in the field and garden through the warm summer hours, and often stay out until late.
The little child, who is now in her third year, has beautiful yellow hair just like gold.
And her heart is almost as light as the motions of the birds she so loves to talk to.
Her big brother is six years old; therefore he thinks he should lead her.
But she has reached a point now where she feels free to speak her own mind.
(100 words)

mi Bro as2 de ll cil horj, shp,s tykb.typla ntfel ag/n tut wm Smrs aof sta ou ut la.tll ci hosnw nh3dy asbtf yloha j,lk gol.ahh/ slmo slis tmjs vtb// Z so lvs ttak to.hbg Bros 6yol trf etqs eZd leh.b Zas rc apynw wr Z fls fre tspe hon mi-.

LETTER

mdfr lub fre tsp- tSm wus?iZdb mo, hp, tvu.tcil atr Mo sls i wZ ud fl tar ho s lw op tou.r g/n s btf nw ami Bro sd j, l,ni hwmc g ett afuds nt K d dou.bsu a k to us ifuk.r, su wl dorb, tmk uv agti. fu (93 words)

LESSON SEVENTEEN

always.....lw	course.....krs	eat.....et	please.....pl	top.....tp
am.....m	deep.....dp	fire.....fr	rich.....rc	town.....tw
apple.....ap	draw.....dra	gave.....ga	second(sec).2d	weather.....W
ask.....sk	drink.....dq	myself....mis/	sweet.....swe	winter.....W-
clear.....kle	early.....el	north.....N	table.....tab	wood.....wd

Principles

52 Write b to express medial and final BLE and BLY. (eatable, etb : notably, ntb : forcible, fsb : sensibly, scb : feeble, fb : tablet, tbt : durability, dub;)

53 Write s/ to express SELF or SELVES. (herself, hs/ : myself, mis/ : himself, ms/ : yourself, us/ : selfish, s/Z) (Note: SELF and SELVES are distinguished by the context, with the exception of YOURSELVES, which may be written, us//)

Sentences

When I am free, and the weather is clear, I always take the children to the north of the town.
There is a high hill here, and on top of it is a deep wood.
In this wood one does not feel the cold even in early winter.

In this wood is a deep spring, from which we like to draw a drink of water.
By the side of this spring today I made a fire and set our table myself.
A friend gave us some red apples, and of course we must eat them to please her.
The apples are very rich and sweet, and we do not ask for a second one. (114 words)

wnwm fre at Wskle ilw lktcil lot N vttw. lrs ahihl
he aotp vt sadp wd. nthwd ondsn fl lkl vn nel
W- nthwd sadp spg fmwc wlk ldra adg vWa. btsiv
lhispg lod ima afr ast rtab mis/. afr gaus sord
aps avks wm, et lm lplh. laps rvrc aswe aw
don sk fa 2d on.

(Note: In certain commonly used phrases, the outlines may be shortened, either by omitting unnecessary letters, or by omitting self-evident words. (Ex. of course, vks : point of view, pyvu : men and women, mnwmn : day or two, d2 : now and then, nwtn)

LESSON EIGHTEEN

add.....ad	flower.....flw	power.....pw	rock.....rk	sound.....sw
air.....ar	hope.....hop	quick.....q	seen.....se	thousand.....T
answer.....ans	mark.....mak	receive....rse	ship.....Z	train.....trn
become.....bk	paper.....Pp	respect....rsp	sleep.....slp	write.....ri
cent.....c	piece.....pc	road.....rd	something...sg	young.....yg

Principles

54 Write q to express initial QU. (quite, qi : quake, qk : quarrel, ql)

55 Write Q to express initial QUADR. (quadrant, Q- : quadrennial, Qnl : quadrilateral, QLal : quadroon, Qn : quadruple, Qp)

56 Omit the vowel in the syllables BE, DE, DI, RE, DIS, MIS. (beside, bsi : delight, dli : remove, rmv : dislike, dslk : mislead, msle)

Sentences

The little girl has power to please the birds, for she is very quick to hear a sound.

Calling the birds and flowers by name, she has paid her respects to all of them.

When she thinks she receives an answer from them, she writes on a rock by the road.

I pay her ten cents each day to add up the marks she puts on the rock.

In this way I hope to train her while she is still young to become quick in adding up to a thousand.

The boy has been playing with his paper ship, and now he has seen it go to pieces on a rock in the water.

The sun is warm, the air is sweet, and the children answer the call of sleep.

(130 words)

tll gl aspw tpl tb// f Z svq the asw.kl tb// aflws bna Z aspah rsps tol vtm.wn Z tqs Z rses aans fmtm Z ris oark bt rd.ipah 10c ecd tadp tmaks Zps otrk.nthwa ihop ttrn h wl Zs stlyg tbkq nadp toa T.tby asb pla ws Pp Z anw eas set gto pcs oark ntWa.tsns wm tars swe atcil anst klv slp.

LESSON NINETEEN

across.....kr'	death.....dth	glad.....gl	peace.....pc	though.....tho
alone.....alo	drive.....dri	ground.....grw	remember...Rmb	war.....wr
bear.....ba	drop.....drp	grow,-n....gro	short.....Z	went.....w-
box.....bx	entertain..Ntn	joy.....jy	sit.....st	wide.....wd
cause.....ks	fill.....fl	letter.....L	street.....st	wind.....wi-

Principles

57 Write L to express the sound of initial LETER, LITER. (letterhead, Lhd : literary, Ly : literature, Ltu : literally, Ll)

58 Write N to express initial and medial ENTER, INTER, INTRI, INTRO, and also INTEL. (entertain, Ntn : interrupt, Np : intricate, Nka : introduce, Ndu : intelligent, Nj : uninterrupted, uNp : unintelligible, uNjb)

Sentences

I sit there alone and think of the few short years since I, too, was a child, playing in the street.

But when I had grown to be a young man, I tried to bear my part in the great World War.

I went across the sea to face death, if need be, in time for the last drive.

I remember how I used to lie there on the ground among those beautiful flowers.

Even though the cause was dear to my heart, I longed to receive a box or a letter from home.

At last I, too, drop off to sleep, and on the wind come more thoughts of the big, wide world.

But now they are all of peace and love, and they fill me with joy.

Today I have learned that thoughts of war and death have no place on the beautiful hills.

We should entertain only thoughts of joy and peace, and let all the world be glad with us.

(164 words)

ist tralo atg vtfu Z ys sc/ito zaci pla ntst. bwn
ihgro bayg m-itu lba. mip/ntgr wowr. iw-kr'lse
lfs dth ifneb nti ftl, dri. iRmb hwius lli lr
otgrw mg los btf flws. vntho lks zde lomih/ilg
lrse abx ora L fmho. atl, ito drpof loslp aotwi-
kemo. lts vt bg wdwo. bnw lyrl vpc alv atyflme
wjy. lod ivl-latts vwr adth vnopl ot btf hls.
wZd Ntn inl lts vjy apc alt ltwo bgl wus.

(*Note: Capitalize the names of important historical events or documents. Ex. The American Revolution. The Declaration of Independence.*)

LESSON TWENTY

(Note: The words introduced in Lessons Sixteen, Seventeen, Eighteen, and Nineteen comprise the fourth hundred words of highest frequency in the English language.

The following words are derived from, or suggested by, the words found in the last four lessons, and they are offered as a supplementary drill and review.)

adder.....Ad	deeper.....Dp	fielder....Fel	payer.....Pa	shorter.....Zr
bearer.....Ba	drawer.....Dra	filler.....Fl	player.....Pla	speaker.....Spe
bigger.....Bg	drinker.....Dq	freer.....Fre	quicker.....Q	sweeter.....Swe
boxer.....Bx	driver.....Dri	happier....Hp,	receiver....Rse	trainer.....Trn
center.....S-	earlier.....El	leader.....Le	redder.....Rd	warmer.....Wm
clearer....Kle	eater.....Et	marker.....Mak	richer.....Rc	wider.....Wd
dearer.....De	feeler.....Fl	oftener.....Of	shipper.....Zr	younger.....Yg

careful....kaf	hopeful...hopf	needful....nef	powerful....pwf	thoughtful..ttf
changeful..cjf	joyful.....jyf	peaceful...pcf	respectful.rspf	useful.....usf
helpful....hpf	mindful...mi-f	playful...plaf	restful.....rsf	wishful.....wZf

clearly...klel	gladly.....gll	lately.....lal	openly.....opl	rightly.....ril
deeply.....dpl	hardly.....h/l	lightly....lil	partly.....p/l	shortly.....Zl
evenly.....vnl	hilly.....hl	manly.....mnl	poorly.....pol	womanly.....wml
friendly...frl	kindly.....kil	nearly.....nel	quickly.....ql	worldly.....wol

SUMMARY OF PRINCIPLES—BOOK TWO

a for "ar" in such words as

ar	arm	am
	argue	agu
	arch	ac

a for the sound of

aw	law	la
	raw	ra
	jaw	ja
au	aught	at
	author	A

(Write "o" for the same sound if the word is spelled with "o." See "o.")

b for medial and final

ble	eatable	etb
	feebleness	fb'
	forcible	fsb
	double	db
	trouble	trb
	tablet	tbt
	durability	dub;
	capability	kpb;
	legibility	ljb;
	immobility	ib;
	sensibly	scb
	forcibly	fsb

c/ for final

nce	dance	dc/
	since	sc/
nse	rinse	rc/
	response	rspc/
ancy	fancy	fc/

(When the sound of "ance," "ence," or "ince," occurs medially, the slant (/) may be omitted.)

	extensive	xtcv
	intensive	ntcv
	sensitive	scv
	responsive	rspcv
	responsible	rspcb

(When the sound of "ance," "ence," or "ince," is preceded by a vowel, the "c" may be omitted.)

	insurance	nsu/
	endurance	ndu/
	conveyance	kva/
	reliance	rli/
	compliance	kpi/

e for "er" in such words as

er	earn	en
	earth	eth
	early	el

f for medial and final

ful	useful	usf
	carefulness	kaf'
fully	thoughtfully	ttf
	truthfully	tuf
fere	interfere	Nf
fore	therefore	trf
fy	verify	vf
	intensify	ntcf

j for medial and final

tion	action	akj
	actionable	akjb
	reactionary	rkjy

ation	rational	rjl
	nation	nj
	relation	rlj
etion	Venetian	vnj
ition	position	psj
	physician	fsj
	conditional	kdjl
otion	motion	mj
	lotion	lj
usion	fusion	fj
	delusion	dlj
	profusion	pfj

K for initial and medial

contin	continue	Ku
	discontinue	dsKu
contra	contradiction	Kdkj
	contrary	Ky
	contract	Kk
contri	contribute	Kb
contro	controvert	Kv/
	controversy	Kvs,
counter	countermand	Km–
	encounter	nK

L for initial

leter	letterhead	Lhd
liter	literary	Ly
	literature	Ltu

n omitted before the sound of

ch	branch	brc
	lunch	lc
	trench	trc
j	range	rj
	change	cj
	singe	sj
	cringe	krj

nse	ordinance	odc/
	permanence	pmc/
shal	financial	fnx
	credential	kdx
shun	intention	ntj
	convention	kvj
	attention	atj

n for initial

en	enlarge	nlj
	endow	ndw
in	inform	nfm
	insist	ns,
	invite	nvi

N for initial and medial

enter	entertain	Ntn
	enterprise	Npz
inter	interrupt	Np
	intercept	Nsp
	interest	N,
	uninteresting	uNsg
intri	intricate	Nka
intro	introduce	Ndu
	introduction	Ndkj
intel	intelligent	Nj
	intellect	Nk
	intellectual	Nkl

o for "or" in such words as

or	orphan	ofn
	orchard	oc/
	orb	ob

o for the sound of

ou	ought	ot

(Write "a" for the same sound if the word is spelled with "a." See "a.")

Omit vowels in syllables

be	beside	bsi
de	delight	dli
di	divide	dvi
re	remove	rmv
dis	dislike	dslk
mis	mislead	msle
	mistake	msk

p for initial or medial

pr	pride	pi
	spring	spg
	spread	spd
per	perfect	pfk
	perhaps	pps
	persist	ps,
	imperceptible	ipspb
pur	purchase	pcs
pre	pretend	pt-
	predict	pdk
pro	provide	pvi
	protect	ptk
	improvident	ipvd-

q for initial and medial

qu	quite	qi
	quake	qk
	quarrel	ql
	squirrel	sql

Q for initial

quadr	quadrant	Q-
	quadrennial	Qnl
	quadrilateral	QLal
	quadroon	Qn
	quadruple	Qp

s for medial

st	vastly	vsl
	ghostly	gsl
	lastly	lsl
	beastly	bsl
	lustily	lsl
	constant	ks-
	distant	ds-
	assistance	assc/
	understand	Us-

s/ for

self	herself	hs/
	himself	ms/
	myself	mis/
	yourself	us/
	yourselves	us//
	selfish	s/Z
selves	themselves	tms/

S for initial, medial, and final "str" and combinations of "str."

str	strike	Si
	striker	Sir
	distrust	dS,
	destroy	dSy
	destruction	dSkj
	distress	dS'
	industry	ndS
	industries	ndSs
	industrious	ndSx
ster	sterling	Slg
	consternation	kSnj
	minister	mnS
	restore	rS
	start	St
	disturb	dSb

t omitted before the sound of

k	picture	pku
	lecture	lku
p	rapture	rpu
x	next	nx
	mixture	mxu
	texture	txu

u for initial

un	unlike	ulk
	unfair	ufa
	unkind	uki

u for initial "ur" in such words as

ur	urge	uj
	urban	ubn
	urchin	ucn

x for medial and final

acial	racial	rx
	facial	fx
atial	palatial	plx
ucial	crucial	kux
sual	visual	vx
tial	martial	max

x for medial and final

us	bonus	bnx
	circus	Cx
	rumpus	rmpx
ous	hazardous	hz/x
eous	gorgeous	gjx
ius	radius	rdx
ious	odious	odx
acious	gracious	gx
itious	ambitious	mbx
	ambitiously	mbxl

y for medial and final

ary	nefarious	nfyx
	momentary	mo-y
	salutary	slty
ery	serial	syl
	finery	fiy
	merry	my
ory	glorious	glyx
	memory	mmy
	sorry	sy
	worry	wy
iry	fiery	fy
	wiry	wy
ury	treasury	tsy
	hurry	hy
	flurry	fly

LESSON TWENTY-ONE

agree.....Ag	east.....E	fresh.....frZ	month.....mo	serve.....sv
bread.....brd	egg.....eg	green.....grn	rain.....rn	several.....sv
brought....bro	enjoy.....njy	hot.....ht	roll.....rl	son.....sn
burn.....bn	family.....fml	known.....no	sail.....sal	south.....S
corn.....kn	food.....fd	milk.....mlk	sent.....s-	visit.....vst

Principles

59 Write s to express the sound of initial and medial SER. (service, svs : ascertain, astn : survey, sva)

60 Write Ag to express initial AGGRA, AGRE, AGRI. (aggravate, Agva : aggregation, Aggj : agreement, Ag- : disagree, dsAg : agriculture, Agkl)

61 Write Dg to express initial DEGRA, DEGRE. (degrade, Dgd : degree, Dg)

62 A period or question mark repeated at the end of a sentence indicates a new paragraph.

Sentences

Last year I went South for a month to visit a family I had known for several years, and one night we talked over old times.

I was brought up with the son, and when war came, we were sent east to serve in the same company.

It was a burning hot day in summer when we set sail, and the roll of the sea made us look for rain soon.

We did not enjoy the trip over, but we all agreed that the food was very good--good bread, milk, fresh eggs, and sometimes an ear of green corn.(19) (100 words)

l,y iw- S famo tvst afml ihno fsvy aonni wtak V oltis.iz bro p wtsn awn wrk ww s- E tsv nt saco.tza bn ht d n Sm wn wst sal at rl vtse maus lo frn sn.wddn njy ttrp V b wl Ag tat fd zvg g brd mlk frZ egs astis aer vgrn kn.

Punctuation

(19) *Use the dash before a repetition or modification, having the effect of an afterthought.* (*Ex. Two things are necessary for success in any line—intelligence and perseverance.*)

(*Note: North, South, East, and West, and their compounds and derivatives, should be capitalized only when they refer to sections of the country, and not to direction. Ex. The South is a growing country.*)

LESSON TWENTY-TWO

alter.....Al	floor.....flo	less.....l'	raise.....rz	step.....stp
certain.....s/n	front.....fr-	lost.....l,	ready.....rd,	took.....tk
color.....Kl	heavy.....hv	mine.....mi	reason.....rsn	voice.....vy
determine.....Dm	laugh.....lf	person.....psn	save.....sav	watch.....wc
destruction dSkj	length.....lng	proceed....pse	sing.....sg	week.....wk

Principles

63 Write D to express DETER and DETRI. (determine, Dm : detrimental, D-l)

64 Write Al to express initial and medial ALTER. (alternative, Alnv : unalterable, uAlb)

Sentences

The first week some of us took turns and watched for a mine that might blow us up, but this did not alter our determination to proceed.

We had good reason to fear mines, and every person was ready at all times to save himself from certain destruction.

Most of the boys would laugh and sing, but there were two who would not raise their voices to sing.

They were sure we should never sight land, much less ever reach the front.

At length their fear was so great that they lost their color, and their step was heavy on the floor. (102 words)

Y, wk sovus lktns awc famr lami blousp b lhddn Alr Dmj Ypse. whgrsn Yfe mis aevpsn zrd, atl lis lsav ms/ fm s/n dSky. mo, vtbys dlf asg btrw 2 hodn rz lrvys lsg lywsu wZdnv sil-mcl' evrc Yfr-. atlng Yfe zsogr laty l, lrKl atrstp zhv otflo

LETTER

dm ulk tb 1 dr, do-u?nth wmn two V rmc tsa..b n lvus no wn wr or rn ldr,.ru lw su?nw hw k on mk hs/ at le, fal su?ma wtlu sg ta wtq 1 ad u smcs n,g k?j, kl ous so mng a lt r on B Zout g apo pys va H dr'' wc wZv ou fu.Zl tlu t "ys" a "wrfs" vg drsg as Zo ntz dr''..wr mk thof j,thwk fr frs vlg, st-g.ulse to tatsb ma tog wr sal vdti dr''.wrsu ul lk ta p/ vt..n,ti dut mng tas b, fu lb b, fus.luk??su

(170 words)

LESSON TWENTY-THREE

bad.....bd	church.....cc	law.....la	plain.....pln	silver.....Slv
belief.....ble	dark.....dk	mountain....mt	presence..psc/	sister.....sS
believe....ble	earth.....eth	move.....mv	pretty.....p;	soft.....sf
body.....bd,	feet.....ft	patriotic..PaT	remain.....rmn	spoke,-n...spo
buy.....b	God.....G	picture....pku	ride.....rd	wait.....wa

Principles

65 Write T to express final ATIC, ETIC, ITIC, OTIC, UTIC. (dogmatic, dgmT : cosmetic, ksmT : politic, plT : chaotic, kT : therapeutic, typT)

66 Write Pa to express initial PATER, PATRI, PATRO. (paternal, Panl : patriotic, PaT : patronize, Panz)

Sentences

The whole body of patriotic men came to land one dark night, and I myself was very glad to place my feet on the soft earth once more.

We had to remain there till the next day before we could move up to the front, and even then we could not ride.

While we were waiting, we went into a pretty little church to hear the law of God spoken,-"Love one another as I have loved you."

This plain talk served to give the boys new strength, and took away the bad belief of certain death.

I believe, however, thaf only once did these two mountain boys leave our presence.

Then it was only long enough to buy a picture and a case of silver to send to their sister. (131 words)

thlbd, v PaT mn kto l- on dkni ai mis/ zvgl tpl mift otsf eth c/ mo.wh trmn tr tlt nxd bfwkd mvp tot fr- avntn wkdn rd.wl ww wa ww- nt ap; ll cc the tlav G spo lv ona0 asiv lvu.th pln tak sv tgi tbys nuS atk awa tbdble vs/n dth.ible hwv tanl c/ dd tz 2 mt bys le rpsc/.tn tznl lgnf tb apku aakas vSlv ts- totr sS.

LETTER

j..o ma f, ws-u a0r f 3 nu p'bks tb us nr sm K S n spgfel.p tot ps- wvh now/ fmu: tspsb tat L zl, b wZd lk tno atc/ ifuk tkt 0r..wvcj rplns ab p n tnu p'bks nt s; S. wble ta ks som pp vus t0s tyln wZ tb tnu.mab Lao wZb wlg tdo asu 0rm- ris.hwv j, nw wdon wZ tcj awrsu ulUs-..wZv r fa 0r rd, fu ssns wgt w/ fmr B.elbhe bte- vtwk awZ riu atc/..vtu (160 words)

LESSON TWENTY-FOUR

against.....ag	dead.....dd	kill.....kl	miss.....m'	thank.....tq
ball.....bal	fast.....f,	led.....ld	soldier....soj	tomorrow...tom
bank.....bq	fly.....fli	low.....lo	start.....St	tonight....ton
brave.....brv	general....Jnl	measure....mz/	stone.....sto	whom.....hm
chasm.....kA	got.....gt	mile.....mi	story.....S,	window.....w-o

Principles

67 Capitalize the vowel immediately preceding SM to indicate endings ASM, ISM, and OSM. (spasm, spA : aphorism, afI ; microcosm, mkk0)

68 Write z/ to express the sound of ZURE. (seizure, sz/ : leisure, lz/)

Sentences

But when we got started for the front, these boys of whom I have spoken led the way.

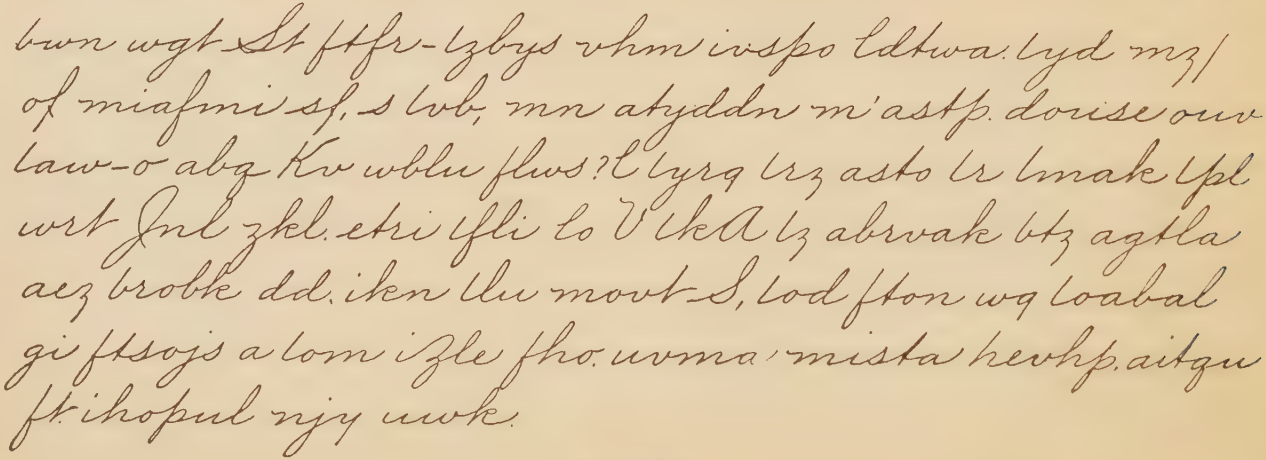
They would measure off mile after mile as fast as the very best men, and they did not miss a step.

Do you see out of that window a bank covered with blue flowers? Well, they are going to raise a stone there to mark the place where the general was killed. (20)

He tried to fly low over the chasm; it was a brave act, but it was against the law, and he was brought back dead.

I cannot tell you more of the story today, for tonight we go to a ball given for the soldiers, and tomorrow I shall leave for home.

You have made my stay here very happy, and I thank you for it. I hope you will enjoy your work. (143 words)



Punctuation

(20) *A word used to mark a sudden transition should be set off by a comma. This is a colloquialism much used in business argument, but not proper in formal context.*

LESSON TWENTY-FIVE

(Note: The words introduced in Lessons Twenty-one, Twenty-two, Twenty-three, and Twenty-four comprise the fifth hundred words of highest frequency in the English language. The following words are derived from, or suggested by, the words found in the last four lessons, and they are offered as a supplementary drill and review.)

banker.....Bq	fresher.....FrZ	plainer.....Pln	server.....Sv
believer.....Ble	greener.....Grn	prettier.....P;	singer.....Sg
blower.....Blo	heavier.....Hv	raiser.....Rz	softer.....Sf
bluer.....Blu	hotter.....Ht	readier.....Rd,	starter.....Str
burner.....Bn	lengthier.....Lng	reasoner.....Rsn	tiller.....Tl
buyer.....B	lesser.....L'	rider.....Rd	visitor.....Vst
darker.....Dk	lower.....Lo	roller.....Rl	waiter.....Wa
faster.....F,	miner.....Mi	sailor.....Sal	watcher.....Wc
encase.....nks	inside.....nsi	unfailing.....uflg	unopen.....uop
enrich.....nrc	insist.....ns,	unhappy.....uhp,	unreason.....ursn
enroll.....nrl	insure.....nsu	unknown.....uno	unsafe.....usf
enwind.....nw–	unbelief.....uble	unless.....ul'	unwilling.....uwl
believable....bleb	enjoyable.....njyb	laughable.....lfb	movable.....mvb
fearful.....fef	grateful.....grf	lawful.....laf	thankful.....tqf

LESSON TWENTY-SIX

ago.....ag	dance.....dc/	incline....ncn	moment.....mo-	study.....std,
although...lto	evening....eve	Indian.....ndn	queen.....qn	throw.....tro
appear.....ap	fight.....fi	interest....N,	rose.....rz	west.....W
beat.....be	heard.....h/	master.....mS	star.....S	wife.....wf
bright.....bri	hunt.....h-	minute.....mn	straight....Sa	wild.....wil

Principles

69 Write nc to express initial ENCLI, ENCLO, INCLE, INCLI, INCLO, INCLU. (enclitic, ncT : enclosure, ncz/ : inclement, nc- : inclination, ncnj : inclose, nc : include, ncd)

70 Write dc to express initial DECLA, DECLE, DECLI. (declaim, dcm : declension, dcj : decline, dcn)

71 Write rc to express initial RECLA, RECLI, RECLU. (reclamation, rcmj : recluse, rcs : recline, rcn)

72 Separate a proper name from the rest of the sentence.

Sentences

For a few minutes this evening I should like to interest you in the Indian of the West, for he is but little known.

A few years ago we knew little more about him than that he loved the dance, the hunt, and the fight; but today we are studying his home life.
The Indian is tall and straight. He is inclined to dislike work, and he thinks even the heavy work out of doors is fit only for women.
His wife looks upon him as her master; and although he may call her his Wild Rose, his Bright Evening Star, or his Queen of the Night, he does not appear to be kind to her. (21)
We have heard it said that in some of his wild moments, he will even throw her on the ground and beat her. (139 words)

fafu mns theve iZdlk tN,u nt ndn vtW fes bll no.afuy ag wnu llmo abm nta elvt dc/ th- atfi btod wrstd, sho lf.tndn s tal aSa.esnc- tdslk wk ae tqs vnt hv wk ouvdos sft nl fwmn.swf los pnm ash mS alto ema klh swil rz sbri eve S ors qn vtni edsn ap tbki toh.wvh/ tsd ta nso vswil mo-- elvn troh ot grw abeh.

Punctuation

(21) *Use the comma between members of a series of nouns, adjectives, or adverbs that are co-ordinate in construction, equal in value, and not connected by conjunctions. (Ex. Men's, youths', and boys' shoes. Red, white, and blue flags. Our government is of the people, by the people, and for the people.)*

(Note: The comma is sometimes omitted between the last two members of a series when the conjunction AND is used, but the safer practice is to insert it.)

(Note: Capitalize nouns and adjectives of language or race. Ex. French, German, Chinese, Hindoo.)

LESSON TWENTY-SEVEN

act.....ak	bound.....bw	ease,-y....ez	march.....mc	skins....skns
age.....aj	clothes.....klz	either.....E	music.....msk	song.....sg
animal....aml	coat.....ko	finish....fnZ	quite.....qi	store.....S
art.....a/	decline.....dcn	graphic....Gk	rise.....rz	told.....to
board.....b/	description.dskpj	hang.....hg	seem.....sm	toward.....t/

Principles

73 Write / to express final WARD. (backward, bk/ : forward, f/ : reward, r/)

74 Write G to express initial, medial, and final GRAPH, EGRAPH, IGRAPH, OGRAPH, and also GRAM. (graphic, Gk : telegraph, tlG : telegraphic, tlGk : telegrapher, tlGr : photograph, ftG : grammar, Gr : program, pG)

Sentences

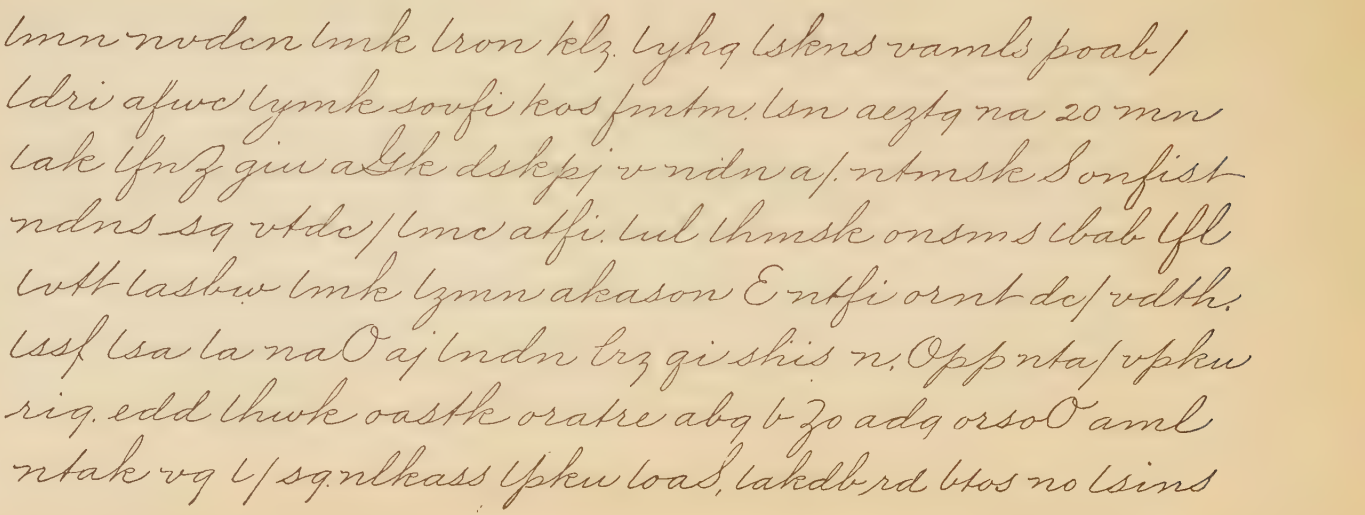
The men never decline to make their own clothes. They hang the skins of animals up on a board to dry, after which they make some very fine coats from them.

It is not an easy thing in a twenty-minute talk to finish giving you a graphic description of Indian art.

In the music store one finds the Indian's song of the dance, the march, and the fight.

Through all this music one seems to be able to feel the very thought that is bound to make these men act as one, either in the fight, or in the dance of death.

It is safe to say that in another age the Indian will rise quite as high as any other people in the art of picture writing.
He did this work on a stick or a tree, and began by showing a dog or some other animal in the act of going toward something.
In all cases the picture told a story that could be read by those knowing the signs.
(172 words)



LESSON TWENTY-EIGHT

able.....ab	cost.....k,	mouth.....mw	shoes.....Zz	strange.....Sj
break.....brk	dinner.....Dn	nor.....nr	sir.....sr	travel.....tvl
brown.....bw	enter.....N	office.....ofs	snow.....sno	trip.....trp
charge.....cg	held.....hl	ring.....rg	sold.....sol	wear.....wa
corner.....Kn	important...ip	seat.....set	stood.....std	worth.....wrt

Principles

75 Write i to express initial and medial IM. (impart, ip/ : improve, ipv : unimportant, uip : immodest, id, : immortal, i/l)

Sentences

At great cost to us, we had left important work at our office in order to visit this strange Indian country.

As we stood there at the mouth of the river, just at the break of day, we knew our trip had been worth while.

My friend had been able to purchase a ring and some snowshoes, and I had found a brown coat just the right size for me.

On the march and in the hunt the Indian likes to wear snowshoes, for he can travel very fast in them.

When we held up a picture of a young Indian in the act of trying to corner his dog, the Indian said, "Sir, no sell." (22)

Nor would they sell a picture of a dog about to charge a wild animal, even though we would have been glad to pay seven or eight times what it was worth.

While we did enter the homes of the Indians, they did not ask us to have a seat at their dinner table; but they did ask us to come again. (178 words)

atgr k, tous whlf ip wk atrofs nOr tvst thSj ndn K.as wstd tr att mw vtRv j,at tbrk vd wnu rtrp hb wrt wl.mifr hbab tpcs arg aso snoZz aihfw abw ko j,t risz fme.otmc ant h- tndn lks twa snoZz fek tvl vf, ntm.wnwhl p apku vayg ndn ntak vtri tKn sdg tndn sd sr nosl.nr d tysl apku vadg ab tcg awil aml vntho wdvb gl tpa 7or8 tis watz wrt.wl wdd N thos vt ndns tyddn sk us tvaset attr Dntab btydd skus tkag.

LESSON TWENTY-NINE

already.....lr	fruit.....fru	offer.....of	smile.....smi	unite.....uni
cool.....kl	game.....gm	question.....q	spirit.....spi	wash.....wZ
cry.....kri	glass.....gl'	real,-ly....rl	thus.....tus	whose.....hz
dream.....drm	however....hwv	rule.....ru	touch.....tc	within.....wn
figure(fig).fg	lake.....lk	sky.....ski	trouble....trb	yes.....ys

Principles

76 Write f for the sound of initial, medial, and final FER and FOR. (forgive, fgi : unforgiving, ufgi : metaphor, mtf : fervid, fvd : conference, kfc/ : infer, nf)

Sentences

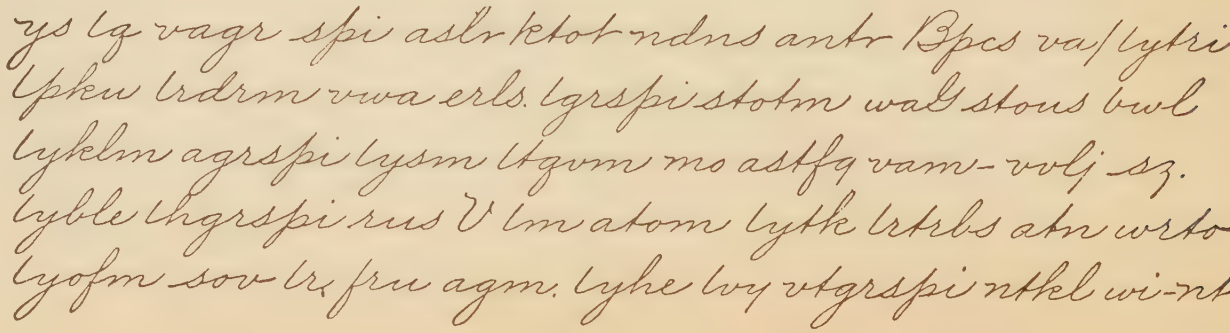
Yes, the question of a Great Spirit has already come to the Indians, and in their better pieces of art they try to picture their dream of what He really is. (23-24)

The Great Spirit is to them what God is to us. But while they call Him a Great Spirit, they seem to think of Him more as the figure of a man of very large size.

They believe this Great Spirit rules over them, and to Him they take their troubles; and then we are told they offer Him some of their fruit and game.

They hear the voice of the Great Spirit in the cool wind, in the wash of the water on the rocks, and in the songs of the birds; and the cry of the wild animal tells them whose spirit lives within him.

They feel the touch of the Great Spirit in the beautiful flowers and in the bright sky. Thus they can unite in calling their lake, which lies there among the mountains like a sea of glass, "the smile of the Great Spirit." (180 words)



wz vt Wa otrks ant sgs vtb // atkru vtwl aml Ustm
hz spi lvs wmm. lyfl Utc vtgrspi ntbtf flws ant bri
ski. lus lykuni nkl Urlk wc listr mgtmts lkase
vgl' lsmi vtgrspi.

Punctuation

(22) *A substantive used in direct address should be set off by a comma.* (*Ex. No, my son, it will not do.*)

(23) *The words YES and NO should invariably be followed by punctuation.* (*Ex. "Are you ready to go now?" "Yes, I am ready." "No, I shall not leave home today."*)

(24) *Names of the Deity should be capitalized, including the pronouns HE, HIS, and HIM, when they refer to God.* (*Ex. "God's in His heaven—all's right with the world." "Give unto Him the glory that is due unto His name." "For He is our God; and we are the people of His pasture, and the sheep of His hand."*)

LESSON THIRTY

(Note: The words introduced in Lessons Twenty-six, Twenty-seven, Twenty-eight, and Twenty-nine comprise the sixth hundred words of highest frequency in the English language. The following words are derived from, or suggested by, the words found in the preceding lessons, and they are offered as a supplementary drill and review.)

artful.....a/f	fitful.....ftf	fruitful.....fruf	masterful.....mSf
breakable.....bkb	chargeable.....cgb	questionable....qb	wearable.....wab
unbreakable...ubkb	unquestionable.uqb	untold.....uto	unwed.....uwd
unfit.....uft	unseat.....uset	untouched.....utc	unworthy.....uwrt,
unheard.....uh/	unseemly.....usml	unwearable....uwab	unwoven.....uwv
downward.....dw/	eastward.....E/	northward.....N/	wayward.....wa/
earthward.....eth/	homeward.....ho/	southward.....S/	westward.....W/
adjustment....ajs-	casement.....ks-	enlargement...nlj-	movement.....mv-
armament.....am-	enactment.....nak-	entertainment.Ntn-	placement.....pl-
basement.....bs-	enjoyment.....njy-	measurement...mz/-	statement.....sta-
fundamental...f--l	monumental....mn-l	rudimental....rd-l	sentimental...s--l

SUMMARY OF PRINCIPLES—BOOK THREE

A for final

asm	spasm	spA
	chasm	kA
	pleonasm	plnA
	phantasm	f-A

(Capitalize vowel immediately preceding "sm" to indicate endings, "asm," "ism," "osm.")

Ag for initial, medial, and final

aggra	aggravate	Agva
aggre	aggregation	Aggj
	aggression	Agj
	aggressive	Agsv
agre	disagree	dsAg
	disagreement	dsAg-
agri	agriculture	Agkl

Al for initial and medial

alter	alternative	Alnv
	unalterable	uAlb
	alteration	Alj

dc for initial

decla	declare	dc
	declaim	dcm
decle	declension	dcj
decli	decline	dcn

D for initial

deter	determine	Dm
detri	detrimental	D-l

Dg for initial

degra	degrade	Dgd
degre	degree	Dg

f for initial, medial, and final

fer	fervid	fvd
	conference	kfc/
	infer	nf
for	forgive	fgi
	unforgiving	ufgi
	metaphor	mtf

G for initial, medial and final

gram	grammar	Gr
	anagram	aG
	program	pG
egraph	telegraph	tlG
	telegrapher	tlGr
	telegraphic	tlGk
graph	graphology	Gol
	graphic	Gk
ograph	photograph	ftG

i for initial and medial

im	impart	ip/
	improve	ipv
	unimportant	uip
	immodest	id,
	immediate	id;
	immortal	i/l

I for final

ism	aphorism	afI
	journalism	jnlI
	realism	rlI
	socialism	soxI
	optimism	opmI

(Capitalize vowel immediately preceding "sm" to indicate endings, "asm," "ism," "osm.")

nc for initial

encli	enclitic	ncT
enclo	enclosure	ncz/
incle	inclement	nc-
incli	incline	ncn
	inclination	ncnj
inclu	include	ncd
	inclusive	ncsv

0 for final

osm	bosom	b0
	microcosm	mkk0

(Capitalize vowel immediately preceding "sm" to indicate endings, "asm," "ism," "osm.")

Pa for initial and medial

pater	paternal	Panl
patri	patriot	Pat
	patriotic	PaT
	patriotism	PatI
	compatriot	kPat
	patron	Pan
patro	patronize	Panz

rc for initial

rcla	reclaim	rcm
	reclamation	rcmj
recli	recline	rcn
reclu	recluse	rcs

s for initial and medial

ser	service	svs
	serviceable	svsb
	ascertain	astn
	survey	sva

/ (slant) for final

ward	backward	bk/
	forward	f/
	toward	t/
	upward	p/
	downward	dw/

T for final

atic	dogmatic	dgmT
	dramatic	dmT
	emphatic	mfT
etic	cosmetic	ksmT
	pathetic	ptT
	aesthetic	estT
itic	politics	plTs
	critic	krT
otic	chaotic	kT
utic	therapeutic	typT

z/ for

zure	seizure	sz/
	leisure	lz/
	treasure	tz/
	measure	mz/
	pleasure	pz/
	enclosure	ncz/

LESSON THIRTY-ONE

Christmas..Xms	electric...Elk	ice.....is	neighbor....Nb	service....svs
clean.....kln	farm.....fm	island.....il-	party.....p/,	shore.....Zo
deal.....dl	gather.....Ga	kept.....kp	perhaps....pps	spread.....spd
differ.....df	hall.....hal	middle.....mdl	promise....pms	subway.....swa
direct.....drk	happen.....hp	moon.....mu	quiet.....qt	surprise...spz

Principles

77 Write s to express initial SUB. (subside, ssi : subsist, ss, : subdue, sdu)

78 Write El to express initial ELECTRI, ELECTRO. (electric, Elk : electrocute, Elku: electricity, Els; : electrician, Elj : electrify, Elf)

Sentences

Oh, the Christmas bells are ringing! (25) Let us have a quiet little party and surprise our neighbor on the farm.

There happens to be a full moon now, and we can gather on the middle shore road and cross over to the island on the ice.

Those who live in the City will find it a delightful change from the subway and electric trains.

We can spread the news direct to the different neighbors, and perhaps we can first have a meeting in the hall.

We will promise that the hall shall be kept clean and that the service shall deal only with the points already brought out. (108 words)

o t Xms bls r rg.ltus vaqt ll p/, aspz rNb otfm.trhps tb afu mu nw awk Ga ot mdl Zo rd akr' V tot il- ot is.tos holv nts; lfit adlif cj fmt swa a Elk trns.wkspd tnz drk totdf Nbs apps wkf,vame nthal.wlpms tat hal Zbkp kln atat svs Zdl nlwt pys lr broou.

(Note: In writing proper names it is advisable to write the first one more fully than is required when the same name is repeated. Ex. Brown, brwn, bw)

LINCOLN, TO A REGIMENT OF VOLUNTEERS

ihp tpyl tokpi th wihw.im alvg wt' taon vucil ma khe asmi Fas ci as.ts n0r taec on vu mav tuth fre gv- wcwv njy aop fel aafa cc/ fu ndS Npz aNj tau mav eq pvljs nt rs vlf wl ts dsrb hmn aspjs.ts fth tSgl Zdb m-n. (83 words)

LESSON THIRTY-TWO

account....akt	fall.....fa	gentle.....j-l	neither.....Ne	spot.....spt
broke.....brk	feed.....fd	inquire,-y.nqi	opportunity.opt	storm.....Sm
command.....k-	firm.....frm	lady.....ld,	prove.....pv	teacher.....Tc
correct....krk	fish.....fZ	market.....mkt	season.....ssn	understand.Us-
duty.....dt,	gate.....ga	nature.....Na	sheep.....Zp	wise.....wz

Sentences

You see, the gentle little lady at the farm fell on the ice last week and nearly broke her leg.

She was found at the gate of the fish market one night in a heavy storm.

At first we could not account for her being there in that strange spot; neither could we understand the nature of her interest in those people.

At last it came to us that this was the Christmas season and that our great and wise Teacher had given the firm command, "Feed my sheep"; then we knew that she had taken this opportunity to do her duty and to be a true neighbor to those who were in need.

The next day our inquiries proved that we were, indeed, correct. (125 words)

use ij-l ll ld, attfm flotis l, wk anel brk hlq. Zzfw attga vtfZ mkt onni nahv Sm.atf, wkedn akt fhbtr nta Sjspt Nekdw Us-Na vhN, ntospp. atl, lktous lath zt Xms ssn atar grawz Jc hgit frm k-fd miZZp. lnwnw la Zhtk lhopt ldo hdt, atb atu Nb lotos how nne. lnxd rngis pv laww ndd krk.

HOW HENRY P. DAVISON WAS NOTIFIED OF HIS ELECTION TO THE GREAT INTERNATIONAL BANKING FIRM OF J. P. MORGAN

douno ts p; ne tf, vjn??ys thst mdl vnv..ru rd,??rd, fwa??fwa?do- uno taiw- u tk ajy mifrm tf, vjn??unv sd n,g abt bf..itt unu mi attu nuwa itt vu..M mgn vuev fa fmt 18 flo vabldg??no..l invv bf atl tkme amn2 tkc mi brt.

LESSON THIRTY-THREE

allow.....alw	continue....Ku	force.....fs	Mr.....M	square.....sq
baby.....bb,	court (ct)..k/	forget.....fgt	note.....nt	strike.....Si
bill.....bl	daughter....Da	government..gv-	perfect....pfk	suit.....su
cloud.....klw	except.....xep	lesson.....lsn	proud.....pw	teach.....tc
common.....kn	fellow.....flo	magnificent.Mgf	slow.....slo	thick.....tk

Principles

79 Write x to express the sound of AKS, EX, and OX. (exact, xk : excel, xl : accept, xep : exist, x, : oxidize, xdz : oxygen, xjn : accident, xd-)

80 Write Ig to express initial IGNE, IGNI, and IGNO. (igneous, Igx : ignite, Igt : ignore, Ig)

81 Write Mg to express initial MAGNA, MAGNE, MAGNI. (magnanimous, Mgn : magneto, Mgto : magnificent, Mgf)

82 Write Sg to express SIGNA, SIGNE, and SIGNI. (signal, Sgl : signet, Sgt : signify, Sgf)

Sentences

We sent a note to Mr. Brown, and he said that since the strike the common people did not continue to buy so much fish as before, for he could not allow them to run up a bill. (26)

He also said that his baby daughter had been in need of a thick coat, his wife a hat, and he a suit of clothes.

He told us that he was too proud to ask for help; that the lady's magnificent present came as a perfect surprise to him; and that it would teach him a lesson he would never forget.

We asked Mr. Brown to tell us more about the strike, and he said that he thought the fellows did not understand the meaning of the cloud that hung over them.

He seemed to think the government would be slow in trying to force the men to work, and that the court would not act except to see that every man had a square deal.

(164 words)

ws- ant to M brwn aesd tasc/ tSi tknpp ddn Ku tb somc fZ asbf fekdn alw tm trnp abl. elso sd tas bb, Da hb nne va tk ko swf aht ae asu vklz.eto us taez topw tsk fhp tat ld,, Mgf ps- k asa pfk spz tom ata td tcm alsn ednv fgt.wsk M bw ttlus mo abt Si ae sd tae tt tflos ddn Us- tme vtklw tahg V tm.esm ttq tgv- db slo ntri tfs tmn twk ata tk/ dnak xep tse ta evm- ha sqdl.

Punctuation

(25) *Use the exclamation point after a sentence, a virtual sentence, or an interjection, to indicate surprise, emotion, or emphasis. (Ex. Such demands are inhuman! Corn! There'll be no corn! Ah! I see you! Use the exclamation point judiciously!)*

(26) *Mr., Mrs., and Messrs. are abbreviations, and must be followed by a period.*

LESSON THIRTY-FOUR

belong.....blg	count.....kt	mighty.....mi,	seed.....se	suppose....spz
born.....bn	darkness...dk'	page (pg)...pj	satisfy....sat	tear.....te
chance.....cc/	divide.....dvi	pleasure...pz/	shed.....Zd	tire.....ti
chief.....cf	forth.....ft	prince.....pc/	shine.....Zi	wonder.....W-
counsel....ksl	lose.....lz	salt.....slt	shoulder...Zdr	wrong.....rg

Principle

83 Write an apostrophe (') to express final NESS. (bigness, bg' : fairness, fa' : happiness, hp' : nearness, ne' : greatness, gr')

Sentences

At the meeting tonight I suppose the whole sad story will be told, and I can only wonder how many we can count on to shed a tear for the wrongs that have been done these men.

We never tire of hearing the old story about the good seed that brought forth fruit after its kind; and how the truth does shine in the darkness, even though we see it not.

It should be a pleasure and satisfaction to lose sight of self; and if we do that, we shall divide the bill on this page among us, giving to each what belongs to him.

Then we can say in a true Christmas spirit, "Unto us a child is born, unto us a son is given; and the government shall be upon his shoulder; and his name shall be called Wonderful, Counsellor, The mighty God, The everlasting Father, The Prince of Peace." (150 words)

att me lon ispz ihl sd S, lbto aikenl W- hwm
wkkto Vzdate ftrgs lavbdn lzmn. wnv li vhe lold,
abt gse labro ft fru aftski ahw ltu ds Zi ntdk vntho
wset n. Vzdb apz/a sat-Ulzsi vs/aifwdota wZ dvi
lbl othpj mgus gi loec wablgs lom. ln wksa natu
Xmsspi utous aci sbn utous aisngi atgv-Zb-pns Zdr
asna Zbkl Wf Ksl lmi.-G levl, Za lpc/vpc.

READING EXERCISE

ds upm, tpa u Elk li bl bf tmdl vthmo awr spz tauvn dnt.uvkp us wag f V 3mo awm, nw drk uatj totfk ta usvs lb dsKu o mn vnxwk iftbl Kus upa.vtu

LESSON THIRTY-FIVE

(Note: The words introduced in Lessons Thirty-one, Thirty-two, Thirty-three, and Thirty-four comprise the seventh hundred words of highest frequency in the English language.

The following words are derived from, or suggested by, the words found in the preceding lessons, and they are offered as a supplementary drill and review.)

broker.....Brk	dealer.....Dl	loser.....Lz	striker.....Sir
cleaner.....Kln	director.....Drk	mightier.....Mi,	slower.....Slo
commander.....K–	farmer.....Fm	prouder.....Pw	suitor.....Su
commoner.....Kn	feeder.....Fd	quieter.....Qt	thicker.....Tk
darker.....Dk	firmer.....Frm	sadder.....Sd	wiser.....Wz
acceptable....xepb	forcible.....fsb	seasonable....ssnb	teachable.....tcb
accountable...aktb	forgetable.....fgtb	serviceable...svsb	washable.....wZb
dutiable.....dtb	marketable.....mktb	suitable.....sub	workable.....wkb
dutifully.....dtf	forceful,-ly....fsf	forgetful.....fgtf	tearful.....tef
incorrect.....nkrk	inexact.....nxk	uncounted.....uktd	unsuitable....usub
indifferent....ndf	infirm.....nfrm	undivided.....udvi	unteachable...utcb
indirect.....ndrk	unaccountable.uaktb	unkept.....ukp	untruth.....utu
indivisible..ndvsb	unclean.....ukln	unquiet.....uqt	unwise.....uwz

badness.....bd'	evenness.....vn'	greenness.....grn'	meanness.....me'
bigness.....bg'	fairness.....fa'	happiness.....hp'	minuteness.....mn'
blackness.....bl'	fineness.....fi'	hardness.....h/'	nearness.....ne'
brightness.....bi'	firmness.....fm'	heaviness.....hv'	newness.....nu'
clearness.....kle'	gentleness.....j-l'	justness.....js'	oneness.....on'
closeness.....kls'	gladness.....gl'	kindness.....ki'	plainness.....pln'
coldness.....kl'	goodness.....g'	largeness.....lj'	prettiness.....p;'
deepness.....dp'	greatness.....gr'	lateness.....la'	quickness.....q'
quietness.....qt'	sleepiness.....slp'	strangeness....Sj'	touchiness.....tc'
readiness.....rd'	softness.....sf'	sureness.....su'	weakness.....wk'
redness.....rd'	soundness.....sw'	sweetness.....swe'	whiteness.....wi'
richness.....rc'	stillness.....stl'	tenderness.....T-'	wholeness.....hl'

The Serpent and the Man

aci zatpla nafel attbk vsFas hw a bcc/ trd pn asnk wc tn rw abtm.tci di vtbi atFa am ablo attsnk aktof apc vstal.t snk gn shl atnxd tm-k ala att mw vthl so hn, ml a slt a ma ofs vpc tq tnts tsnk ft a kl m.two- do h, out snk.slgs im' mital au uci tr kb no gwl btus. (116 words)

LESSON THIRTY-SIX

afternoon..afn	chair.....ca	equal.....eq	industry...ndS	rush.....rZ
army.....am,	check.....ck	expect.....xpk	join.....jy	settle.....stl
arrive.....rv	doubt.....dw	French.....Fr	labor.....Lab	single.....sgl
battle.....btl	else.....ls	honor.....On	nation.....nj	soil.....syl
branch.....brc	England.....Eg	immediate..id;	prepare....ppa	sudden.....sdn

Principle

84 Write a semicolon (;) to indicate final ATE (when it is a separate syllable), EATE, IATE, OATE, UATE. (passionate, pj; : numerate, Nm; : roseate, rz; : palliate, pl; : inchoate, nk; : actuate, ak; : operate, op;)

Sentences

The Nation had called, and there was no doubt in my own mind that I was in honor bound to join the army, and that at once.

I had felt for some time that there was nothing else for us to do; but I did not expect so sudden a call, and therefore, I was not prepared for the immediate labor before me.

We were told that they were going to rush an army to England and to have the men trained there by those who had been in the heat of battle.

This would give us an equal show with the men of other nations beside whom we were to fight as soon as we should arrive on French soil.

As I sat there in my chair that afternoon, I could not seem to settle upon any branch of the service I wished to enter. (146 words)

tnj hkl atrz nodw nmi onmi- taiz nOnbw tjy tam, ata atc/.ihflt fsti tatrz ngls fus tdo biddn xpk sosdn akl atrf izn ppa ft id; Lab bfme.wwto taty wg trZ aam, to Eg a tvt mn tr- tr b tos hohb nthe vbtl.thd gius aeqZo wtmn vOnjs bsihm ww tfi ssns wZd rv oFr syl.as isttr nmi ca ta afn ikdn sm tstl pnn, brc v tsvs iwZ tN.

READING EXERCISE

mdfr ifatl kvn- fu iZd pZ;t vmc ifud rj tsp- atle, aQ/ var wme tom sota wma dfnl dsi ot P/ pln wZus ft pb skl bldg.th Ma m, nb dla Lgn nec ks t jjs lme nxwk aww- evg tbn rd' ftm attati.su (80 words)

ds wvfwt nec tsku ksl tppa f id; akj nt rdo ndS.ixpk tat su ma Ku nk/ fsoti bi fl kfd- ta trsno wk' nrkla.awn tkas asb stl wm, ppa farZ vbs.ivh asdn kl to Eg awn irv tr ixpk tckp ot pvljs wvgr- tot Fr brc amk tm eq nevwa totos wvxt- to OKs.th mes tal pvxrj-- lb dSy aheaf wl kfm tot nust-//.pl kp ntc wme.vtu (127 words)

LESSON THIRTY-SEVEN

appreciate..pZ;	destroy....dSy	narrow.....nro	path.....pth	quarter.....Q/
convenient.kvn-	gentlemen..j-m	necessary..nec	possible...psb	rather.....Ra
decide.....dsi	indicate..ndka	pack.....pk	privilege.pvlj	simple.....smp
definite....dfn	judge.....jj	pair (pr)...pa	public.....pb	spend.....sp-
delay.....dla	least.....le,	particular..P/	pull.....pu	win.....wn

Sentences

For the next quarter of an hour or more I tried to pull myself together and to decide on some definite line to follow.

Just before noon that day a gentleman friend of mine had come in and brought me a pair of field glasses, and asked me to pack my bag and spend a week with him down in the country studying particular kinds of birds.

This would have been rather an easy and convenient way to wait and let time decide the matter for me, but I would have none of it.

I judge that I must have sat there more than an hour looking for some simple sign that would indicate the narrow path necessary to take for the public good.

I could appreciate that there must be the least possible delay, for to wait would only help destroy our chances to win. (147 words)

ftnxp 2l var ormo itri lpw mus/ loq a ldsi oso dfnli lfo.
j, bfnn lad aj-m frvmv hken abrome apav fel gl"
askme lpk mibq asp-awk wm dwnt K std, P/kis
vb//. thdvb Raaez, akevn-wa lwa altti dsit Mafme
bidv nmvt ijj laim vsttr monar lo fsosmp sin lad
ndka lnro pth nec ltk ftpbq. ikd pZ] la lrin; blle,
psb dla f lwa dnl hp dSy rcc // lwn

LESSON THIRTY-EIGHT

attend.....at-	building..bldg	decision...dsj	loud.....lw	price.....ps
band.....b-	busy.....bz	desire.....dsr	manner.....Mn	shape.....Zp
blood.....bld	class.....kl'	hide.....hi	opinion....opn	signify.....Sgf
bone.....bn	cup.....kp	instead....nsd	organize....og	suffer.....sf
bow.....bw	dare.....da	list.....l,	pound.....pw	value (val).vlu

Sentences

I made a list of those lines in which, in my opinion, I could best serve my country, and first in line was music.

I loved music dearly, and I had been given much training in that line.

Even as a boy I would hide in the old gray mill and spend hours playing on the bones.

My mother used to hunt me up and tell me that instead of doing this I must attend to my class work.

I could not bear to see my mother suffer; so I would bow to her wish and busy myself with a lot of work I saw no value in.

It seemed to be born in my blood to love band music; and the call was so loud and strong that I felt that I could meet it in only one way.

I had no desire to hide behind my love for music to keep me from drinking the cup that others must drink, and of paying the price, pound for pound, that others must pay.

In no way, shape, nor manner did I wish to do this; and yet I did not quite dare to go out of that building and signify my decision to enter the band organization.

(208 words)

ima al, vtos lis nwc nmi opn ikdb, sv miK af, nli zmsk.ilvd msk del aihbgi mc trn ntali.vn asaby idhi ntol gra ml asp- rs pla ot bns.miMo us th- mep atlme ta nsdv do th im, at- tomi kl'wk.ikdn ba tse miMo sf soid bwtoh wZ abz mis/ walt vwk isa novlu n.tsm tb bn nmi bld tlv b-msk atkl zsolw aS ta iflt taikd met nnl onwa.ihno dsr thi bh milv fmsk tkpme fm dq tkp ta0s m, dq avpa tps pwfpw ta0s m,pa.nnowa Zp nrMn dd iwZ tdoth ayt iddn qida tgou vta bldg aSgf mi dsj tN tb- ogj.

LESSON THIRTY-NINE

contain....ktn	edge.....ej	meat.....me	surround....srw	valley.....vl
cook.....kk	grace.....grs	sick.....sk	thee.....te	view.....vu
delight....dli	guess.....g'	soul.....sol	themselves.tms/	wave.....wv
distance..dsc/	heaven.....hv	strength.....S	thou.....tw	whether.....W
drill.....drl	lord.....l/	sufficient.sfj/	transport...Tp/	yard.....y/

Principles

85 Write T to express initial TRANS. (transgress, Tg' : transpire, Tpi : transfer, Tf : transact, Tak)

86 Write j/ to express the final sound of CIENCE, CIENCY, CIENT, TIENCE, TIENT, GENCE, GENCY. (omniscience, omj/ : deficiency, dfj/ : sufficient, sfj/: transient, Tj/ : patience, pj/ : allegiance, alj/ : agency, aj/)

Sentences

That night I went across the yard to see a sick friend who had only that day arrived on the transport from England.

I guess you will understand my delight when he told me that, next to a good cook, a good band did more than anything else to keep up the spirits of the men.

He said that nine out of ten men would cover more distance to music, whether in the march or the drill, than they would without it.

And if they were called upon to go down into the valley where great waves of fear would surround them, even to the edge of the hereafter, music would give them strength of soul as nothing else would.

Then they could raise their eyes to heaven and say, "Thou, O Lord, art my resting place; in Thee do I trust, for Thy grace is sufficient for me."

I was very glad and thankful for his point of view, for it contained the meat of my own thought in the matter. (173 words)

lani iw-kr'by/ lse askfr hohnl lad,rv ot Jp/ fm Eq.iq'ul Us-midli wne lome lanx loagkek agb-ddmon n, gls lkppp lspis vtmn. esdta 9ouv 10 mn dkv-mo dsc/ lomsk Wnt-mc ortdrl n lyd wvt-aif lywklpn lgdw nttvl wrgr wvs vfe dsrw lm-vn lotej vtheaf msk dgitm Svsol asngls d. ln lykdrz lris lohv asa lw ol/a/ mirsgpl n le doitr, f ligrs ssfj/ fme.izvgl atgf fs pyvw ftkt-lme vmion Ut-nt Ma.

LESSON FORTY

(Note: The words introduced in Lessons Thirty-six, Thirty-seven, Thirty-eight, and Thirty-nine comprise the eighth hundred words of highest frequency in the English language. The following words are derived from, or suggested by, the words found in the preceding lessons, and they are offered as a supplementary drill and review.)

busily.....bzl	firmly.....fml	necessarily...necl	safely.....sfl
chiefly.....cfl	gentlemanly...j-ml	perfectly.....pfkl	sickly.....skl
commonly.....knl	heavenly.....hvl	publicly.....pbl	squarely.....sql
correctly.....krkl	loudly.....lwl	quarterly.....Q/l	suddenly.....sdnl
directly.....drkl	mightily.....mil	quietly.....qtl	sufficiently.sfj/l
acceptation...xptj	decision.....dsj	expectation...xpkj	presentation..ps-j
causation.....ksj	direction.....drkj	formation.....fmj	publication....pbj
coloration.....Klj	duration.....duj	foundation.....fwj	supposition...spsj
commendation...k-j	equalization..eqzj	perfection....pfkj	valuation.....vluj
continuation...Kuj	exception.....xepj	preparation...ppaj	visitation....vstj
preparedness..ppa'	suddenness....sdn'	narrowness....nro'	grayness.....gra'
honorable.....Onb	destructible..dSkb	desirable.....dsrb	valuable.....vlb

SUMMARY OF PRINCIPLES—BOOK FOUR

' (aspostrophe) for final

ness	lateness	la'
	fierceness	fs'
	fearfulness	fef'

El for initial

electri	electric	Elk
	electrical	ElK
	electricity	Els;
	electrify	Elf
	electrification	Elf/
	electrician	Elj
electro	electrocute	Elku
	electrocution	Elkj
	electron	Eln

Ig for initial

igne	igneous	Igx
igni	ignite	Igt
igno	ignore	Ig
	ignorant	Ig-
	ignorance	Igc/

j/ for final

cience	omniscience	omj/
ciency	deficiency	dfj/
	proficiency	pfj/
cient	sufficient	sfj/
sient	transient	Tj/
tience	patience	pj/
tient	patient	pj/
	patients	pj//
gence	allegiance	alj/
gency	agency	aj/

Mg for initial

magna	magnanimous	Mgn

magne	magnet	Mgt
	magneto	Mgto
magni	magnificent	Mgf
	magnitude	Mgtu

s for initial

sub	subside	ssi
	subway	swa
	subsist	ss,
	subdivide	sdvi
	sublime	slim
	suburb	sb
	subvention	svj
	subtract	strk

Sg for initial

signa	signal	Sgl
	signature	Sgu
signe	signet	Sgt
signi	signify	Sgf

; (semicolon) for final

ate (when it is a separate syllable)

	passionate	pj;
	numerate	Nm;
	adequate	aq;
	nominate	nm;
	inveterate	nvt;
	invigorate	nvg;
	inaccurate	nak;
	manipulate	mnp;
	discriminate	dskm;
eate	roseate	rz;
iate	palliate	pl;
oate	inchoate	nk;
uate	actuate	ak;

T for initial

trans	transform	Tfm
	transfer	Tf
	transgress	Tg'
	transpire	Tpi
	transportation	Tp/j
	Transatlantic	TatN

x for sound of

aks	accident	xd-
	accept	xep
ex	exact	xk
	excel	xl
	execute	xku
	example	xmp
ox	oxidize	xdz
	oxygen	xjn

LESSON FORTY-ONE

basket....bskt	butter.....B	express.....xp	officer....Ofs	sugar .....Sg
bottom.....btm	captain....cap	farmer.....Fm	purpose....pps	supply.....spi
broad.....brd	career.....kre	mount.....mw	recognize..rkz	tongue.....tng
brook.....brk	coast.....k,	musical....msK	station....stj	uncle.....uql
built.....blt	decision...dsj	narrow.....nro	stream.....Sm	wheel.....wel

Principle

87 Write K to express final ACLE, ECKLE, ICAL, ICLE, UCKLE. (tabernacle, tbnK : speckle, spK : physical, fsK : particle, p/K : buckle, bK)

Sentences

As soon as I made my decision to continue my musical career, I went at once to the station to express my purpose.

To my complete surprise, the officer in charge was a captain whom I recognized as a farmer boy I had known in earlier years.

As boys together we used to mount our wheels and ride out twelve miles along the coast to the home of my uncle.

He had built us a boat, and into the bottom of that we would put a basket, containing a supply of bread and butter, nice cold tongue, and sugar cake.

Then we would row across the bay, and up Broad Brook, which was broad in name only, for it was really but a narrow stream. (125 words)

ssns ima midsj tKu mi msK kre iw- atc/ tot stj txp mipps.tomi kpe spz t0fs ncg zacap hm irkz asa Fmby ihno nElys.asbys tog wus tmw rwels ari ou 12 mi lg tk, tot ho vmi uql.eh bltus abo antt btm vta wdp abskt ktn a spi vbrd aB ns kl tng aSg kk.tn wdro kr' tba ap brd brk wcz brd nna nl ftzrl ba nro Sm.

READING EXERCISE

ds ongtn dsvs a0.iddu ontod aimsu ulrspka ssns unoabt..asiN tcrdp/- thmng ints otdsk vtcrm- svakts wc ezab ts- tot kkjdp/- v klk su a sk/ Mfrs ptkv sZj.se uakt mgtm irmk thl nvdo.trm,b somsk abth.M'' blqablq r aksm tpa trbls.hl taakt ut iri tfrm apsnl L. ik- ks- tv vn asspj vurlb; k, pn soga Ksm. nw tau no mi attu itr, ullo atthL nt spi nwc tsrtn aspi vbs frZ aptkj..uVdu akt amts to $750.ine thmn, atc/.lun dou utmo, as-me ack brtnml?bso do ulpv mi ktj tami Ksms rmi b,frs.ut (194 words)

LESSON FORTY-TWO

afraid.....fra	choose.....cz	gift.....gf	lunch.....lc	rapid.....rpd
beach.....bc	doctor.....dr	grant.....gr-	Mrs.....mrs	sand.....s-
car.....ka	extreme.....Xm	hurt.....h/	neck.....nk	telegraph..tlG
careful....kaf	fact.....fk	husband...hsb-	notice.....nts	thin.....tn
catch.....kc	finger.....Fg	include....ncd	post.....p,	waste.....w,

Principle

88 Write X to express initial EXTER, EXTIR, EXTRA, EXTRE, EXTRI, EXTRU. (exterior, Xr : extirpate, Xpa : extradite, Xdi : extreme, Xm : extricate, Xka : extrude, Xd : extraneous, Xx : extraordinary, Xy)

Sentences

When the water was still, we would catch a basket of fish, cook them in the sand on the beach, and include them in our lunch.

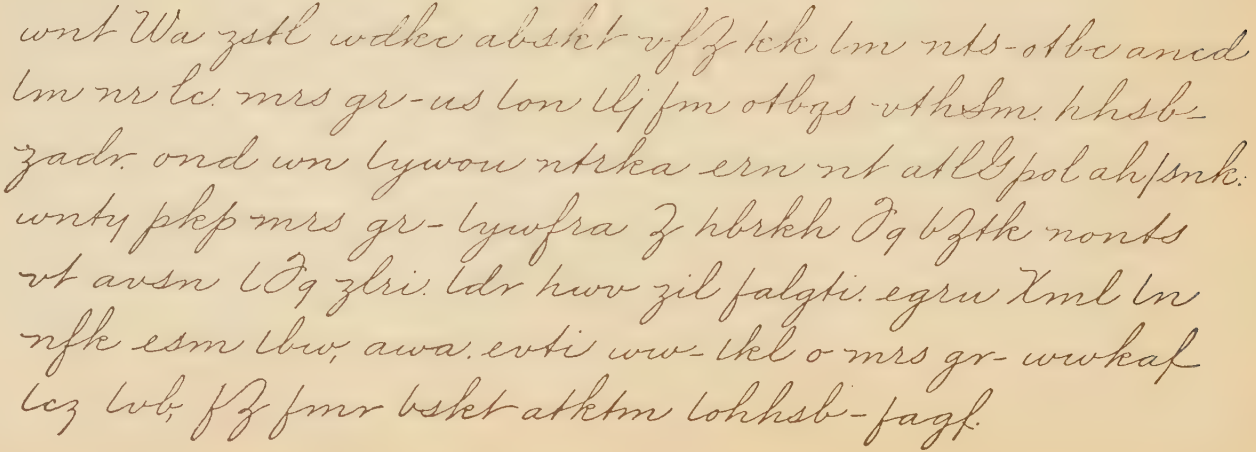
Mrs. Grant used to own the large farm on the banks of this stream.

Her husband was a doctor. One day when they were out in their car, he ran into a telegraph pole and hurt his neck.

When they picked up Mrs. Grant, they were afraid she had broken her finger, but she took no notice of it, and very soon the finger was all right.

The doctor, however, was ill for a long time. He grew extremely thin; in fact, he seemed to be wasting away.

Every time we went to call on Mrs. Grant, we were careful to choose the very best fish from our basket, and take them to her husband for a gift. (144 words)



LESSON FORTY-THREE

beast.....b,	entire.....nti	forward.....f/	jump.....jmp	taste.....ta,
cloth.....klt	extend.....xt-	golden....goln	prince.....pc/	tie.....ti
cow.....kw	fat.....ft	gracious....gx	pure.....pu	usual,-ly....x
declare.....dc	favor.....fv	grain.....gan	smoke.....smk	wheat.....we
emphatic...mfT	fence.....fc/	height.....hi	tall.....tl	yesterday..ySd

Principle

89 Write m to express initial and medial EM, UM. (emphasize, mfsz : emphatic, mfT : umpire, mpi : unemployed, umpy)

Sentences

As I stood there before the Captain, it seemed but yesterday that we used to look forward to our usual visits to the farm.

After the important business was over, we sat down to smoke and talk over old times.

The Captain was very tall, and looked like a prince. But at the moment he seemed to me to be just the height of the golden grain, along by the side of which we used to race with pure joy to find the cow for Mrs. Grant.

We were inclined to give up our entire time to the service of Mrs. Grant; and when we stood before her, cloth cap in hand, we looked upon any service for her as a gracious favor extended to us.

The cow used to jump over the fence to get a taste of wheat, and she became very fat.

Mrs. Grant used to declare emphatically that she would have to tie up the beast.

(160 words)

as istd tr bft cap tsm bySd tawus tlof/ tor x vsts totfm.aft ipbs z V wst dw tsmk atak V oltis.tcap zvtl alo lkapc/.b att mo- esm tome tbj, thi vtgoln gan lg btsi vwc wus trs wpujy tfi tkw f mrs gr-.ww nc- tgip rntiti tot svs v mrs gr- awn wstd bfh klt kp nh- wlo pnn, svs fh asa gx fv xt- tous.tkw us tjmp V tfc/ tgt ata, vwe aZbk vft.mrs gr- us tdc mfTl ta Zdv ttip tb,.

READING EXERCISE

ds..ruon vtm NY bsmn hod lk tsp- afud or amo ntK b hz N,, dm- uatj dl nts;?t htl Gtn nt WcS hls mdwa bt tsenk hdsn alg il- sw ofsu amo, nvi ho.28 mns to gr- S-l tmnl th/ vt Zpg aTe S-..t Gtn sa Mepl htl vt hi, kl' wlt kf// alxy ta th ipis.ts kli-l skpz nl vpp vqi ta, arfi-.thtls v mrZ dsin at wd pzas nClgt r Ll mgt tre tps.ts ot Am pln at ras rl'n tk, veq akdjs ntw.sgl rm ab/ 21d pwk a p/ lj rm apva bth wb/ f 2pp 50d pwk a p/.egs mlk a pltr, frZ dl fm ron fm..axl-glf krs 8 vt b, tns k// n WcS kt, aSg vfi sdl hss g rds f Mog a drig r of tos tohm lf ntop as adrk apl..hopg tb fv wu Ksj asuu ta Zdu atn,ti dsi tmk us avst ev dtl ptn to ukf/ Zv rpm ak/x atj wr vru

LESSON FO! TY-FOUR

ambitious.mbx	enemy.....nm,	nest..... .n,	press.....p'	silk.....slk
America,-n.Am	goodby.....gb	nose.....nz	qualification.qf/	struck....Sk
beauty....bt,	increase..nke	oak.....ok	recommend.....rk-	subject...sj
bless.....bl'	listen....lsn	paradise....Pdi	require.....rqi	unusual...ux
clock.....klk	load.....lo	photograph..ftG	separate.....sp;	wing.....wg

Principles

90 Write P to express initial and medial PARA, PERI, PIRA. (paradise, Pdi : paramount, Pmw : comparative, kPv : period, Pd : pirate, Pt)

91 Write f/ to express final FICATION. (classification, klsf/ : identification, id-f/ : specification, spsf/ : verification, vf/)

TO THE STUDENT

When you are timing your speed on these sentences, if some combination of letters seems rather difficult to you, or seems to slow down your speed, take that phrase out to one side until you are thoroughly familiar with it, and practice it until it no longer is an enemy to your speed, but is a friend that will work for you. Use everything you learn to-day.

Sentences

Years had passed since either of us had visited the place; yet as the subject was brought up, we looked back on that old farm as a boyhood paradise.

The Captain was going to enter the air service in the American army; and he said they would require more ambitious men, men whom they could recommend to make photographs of the enemy.

He tried to impress upon me my unusual qualifications for that branch of the service; and in order to increase my interest, he even showed me the wings of the aeroplane made of silk.

But he seemed glad when I told him that I wished to enter the band, because I thought I could bring more beauty and peace into the lives of the men, and bless them more in that way than in any other.

When the clock struck the hour, I found it very hard to kiss my mother goodbye and separate myself from the home nest.

Even my old dog put his nose between my knees, and beat the oak floor with his tail, as much as to say that he would be glad to go with me to carry part of my load.

(199 words)

ys hp, sc/ Evus hvst lpl yt ast sj zbrop wls bk otaol
fm asa byhd Pdi. lcap zq lN lar svs nt Am am,
aesd lyd rqu mo mbx mn mn hm lykd rk-
lmk ft Gs vtnm,. etri lip' pnme mi ux gf// fta
brc vtsvs an Or lnke mi N, evn Zome lwgs vt-
arpln mav slk. besm gl wn itom lawz lN lb-
ks itt ikedbr mobt, apc ntt lvs vtmn abl' lmmo
ntawa n n n, O. wnt klk Skt r ifwt vh/ lk'
mi Mo gb asp, mis/ fmtho n, . vn miol dq psnz
bt mi nes abe lokflo wstal smcs lsa laedbgl lgwme
lky p/v milo.

LESSON FORTY-FIVE

(Note: The words included in Lessons Forty-one, Forty-two, Forty-three, and Forty-four comprise the ninth hundred words of highest frequency in the English language.

The following words are derived from, or suggested by, the words found in the last four lessons, and they are offered as a supplementary drill and review.)

Americanization.Amzj	expiration....xpij	importation...ip/j	separation.....spj
caption.....kpj	expression.....xpj	realization...rlzj	specialization.spxj
completion.....kpej	extension.....xtj	requisition...rqsj	subjection.....sjj
beastliness.....bsl'	completeness..kpe'	illness.....il'	saltness.....slt'
broadness.....brd'	fatness.....ft'	niceness.....ns'	tallness.....tl'
carefulness.....kaf'	forwardness....f/'	pureness.....pu'	thinness.....tn'
gainful.....gnf	hurtful.....h/f	purposeful....ppsf	tastefully.....tsf
extendable.....xt–b	favorable.....fvb	formidable....fmdb	noticeable.....ntsb
entail.....ntl	ingrained.....nga–	unclothed.....uklt	unmount.....umw
incomplete.....nkpe	inquire.....nqi	unexpressed....uxp	unnoticed.....unt,
indecision.....ndsj	unafraid.....ufra	unhurt.....uh/	unreal.....url
inexpressibly...nxpb	unblessed.....ubl,	unload.....ulo	untie.....uti
informer.....nFm	unbroken.....ubrk	unmove.....umv	unusual.....ux

LESSON FORTY-SIX

article.....a/K	classification.klsf/	exchange....xcj	natural..Nal	serious.syx
attention...atj	condition.....kdj	France.....Fr	newspaper.nzP	stock...stk
breakfast..bkf,	discover.....dsKv	hurry.....hy	regard....rg/	trade...tra
bridge.....brj	domestic.....dmS	information.nfj	report....rp/	U. S.....US
circumstance.C,	escape.....skap	member.....Mb	seize.....sz	village.vlj

Principles

92 Write C to express initial CIRC, CIRCU, CIRCUM. (circular, Clr : circumvent, Cv- : circumspect, Cspk : circumstance, C, : circumstantial, Csx : circus, Cx)

93 Write S to express final ASTIC, ESTIC, ISTIC, OSTIC, USTIC. (plastic, plS : artistic, a/S : acrostic, krS : caustic, kS : rustic, rS)

94 In words of more than one syllable write

b for BR in such words as breakfast, bkf, : breathless, btl' : brevity, bv;
k " KR " " " " credit, kdt : crescent, ks- : crevasse, kv'
f " FR " " " " fraudulent, fdl- : freedom, fdm : frequent, fq-
g " GR " " " " gravel, gvl : gravitate, gvta : grievance, gvc/
h " HR " " " " horoscope, hskp : hornet, hnt : horizon, hzn
t " TR " " " " tranquil, tql : tragedy, tjd, : traditional, tdjl

Sentences

I had been a member of the New York Stock Exchange for many years, and I used to make classifications of the trade reports of the United States.

In the present serious condition of our domestic and international relations, I could not allow any article or circumstance of interest to escape my attention.

I used to hurry through my breakfast, jump into my car, and rush from the village across the bridge to my office in the city.

Here I would seize my mail and newspapers to see if I could discover any bit of information that would guide me in my very natural desire to help France.

(108 words)

ihba Mb vt NY stk xcj fmy aizus tmk klsf// vt tra rp// vtUS.ntps- syx kdj vr dmS a Nnjl rljs ikdn alw n, a/K orC, vN; tskap mi atj.ius thy tumi bkf, jmp nt mika arZ fmt vlj kr't brj tomi ofs nts;.heid sz miml anzPs tse ifikd dsKv n,bt vnfj tad gid me n miv Nal dsr thp Fr.

LESSON FORTY-SEVEN

antagonistic.a-gnS	consider...Ks	famous....fmx	guard.....g/	recline...rcn
attitude.....attu	crown.....kwn	fever.....Fv	health....hlt	retrieve...Rv
blind.....bli-	date.....da	forest.....f,	lion.....lio	shade.....Za
circle.....Cl	eagle.....egl	German.....Gr	outside..ousi	success...suc
confident.....kfd-	English....Eg	grass.....gr'	proper.....Pp	troops...trps

Principles

95 Write a- to express initial ANTA, ANTE, ANTI. (antagonize, a-gnz : antedate, a-da : anticipate, a-spa : antiquity, a-q;)

96 Write R to express initial RETRE, RETRI, RETRO. (retreat, Rt : retribution, Rbj : retrograde, Rga : retrocede, Rsd : retrospection, Rspkj)

Sentences

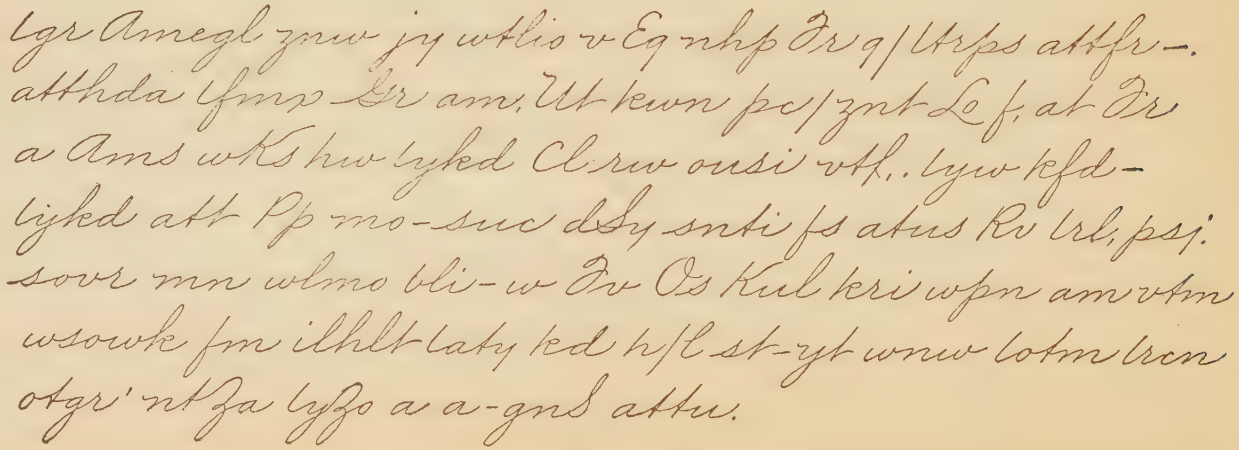
The great American eagle was now joined with the lion of England in helping France guard the troops at the front.

At this date the famous German Army under the Crown Prince was in the lower forest, and the French and Americans were considering how they could circle around outside of the forest.

They were confident they could, at the proper moment, successfully destroy his entire force, and thus retrieve their lost position.

Some of our men were almost blind with fever, others continually cried with pain, and many of them were so weak from ill health that they could hardly stand; yet when we told them to recline on the grass in the shade, they showed an antagonistic attitude.

(120 words)



LESSON FORTY-EIGHT

amount.....amt	double.....db	journey...jn,	paint.....pa-	shop.....Zp
crowd.....krw	heartlessness.h/"	motive....mov	practice..pak	shout.....Zw
demand.....dm-	inch.....nc	noise.....nys	record....rk/	shut.....Zt
distrust...dS,	insert.....ns/	object.....ob	roof.....rf	space.....sps
don't.....do-	iron.....io	ocean.....oj	severity.svr;	weight.....wa

Principles

97 Write v to express medial and final IVE, TIVE, ATIVE, ITIVE, UTIVE. (responsive, rspcv : actively, akvl : figurative, fgv : fugitive, fjv : diminutive, dmnv : distributive, dSbv : executive, xkv)

98 To make a correction or addition: Use three shilling marks (///) before and after the exact revision.

99 Write '' to express final LESSNESS. (hopelessness, hop'' : carelessness, ka'' : fearlessness, fe'' : helplessness, hp'' : heedlessness, hd'')

Sentences

It was only natural for the crowd to distrust the enemy, and to demand that we practice the same iron rules on him that he practiced; but neither the shouts from the roof nor the noise from the shops made any difference in the object our men had in view when they crossed the ocean.

No pen can ever properly paint the heartlessness and needless severity that history will have to record of the amount of suffering among the men throughout every inch of that journey.

Nor did our soldiers seek to have us lift the weight that had been placed upon their shoulders.

But we don't wish to shut our eyes to the fact that, while we lost many men, the loss of the French and English was more than double that of ours in the same space of time. (141 words)

tznl Nal ftkrw tdS, tnm, atdm- ta wpak tsa io rus om ta epak bNe tZws fmt rf nrt nys fmt Zps ma n, df ntob rmn hnvu wnty kr, toj.nopn kev Ppl pa- th/'' anel' svr; ta hS, lv trk/ vtamt vsf mgt mn tuw evnc vta jn,.nr ddr sojs sk tvus lft wa tahb pl pn tr Zdrs.bw do- wZ tZt ris tot fk ta wl wl, mmn tl' vt Fr a Eg zmon db tavrs nt sa sps vti.

THE LION, THE ASS, AND THE FOX

tlio ta' at fx w- h- tog atz Ag tawav ztk Zdb Za bt tm.tykt astg///gbk to tykt a ns/ alj ft stg///wc tlio Or ta' tdvi.ta' tk adl vpns tdvi tstg nt 3 pcs wc Zdb sneleqs psb.tlio nrj wm fwae Ks aw- vPp rsp tom flu pnm atom to pcs.etn kl ot fx tdvi.tfx nbg of asm pj fms/ lft r, ft lios Za.tlio hil pl wth mak vrsp sk tfx wre hl- sc pli' agbre.ttl ttu sr rpi tfx iztatt bt a' talis tr dd. (146 words)

LESSON FORTY-NINE

accept.....xep
accommodate.....akda
action.....akj
advance.....vc/
advantage.....avj
aggrandizement.....Agdz-
apart.....ap/
beneficial.....bfx
benefit.....bnf
continent.....K-
distress.....dS'
establish.....est
Europe.....Eu
freedom.....fdm
isolate.....isla
justice.....jss
language.....lg
liberty.....Lb
message.....msj
millions.....Ms
personal.....psnl
response,-ibility..rspc/
ulterior.....Ulr
written.....rtn

Principles

100 Write la for final LATE, ALATE, ELATE, ELLATE, ILATE, OLATE, ULATE. (slate, sla : exhalate, xla : relate, rla : interpolate, Npla : dilate, dla)

101 Omit the letter "d" before J, M, and V. (adjudge, ajj : admission, amj : adversary, avsy : adventure, av-u : advertise, avz)

Sentences

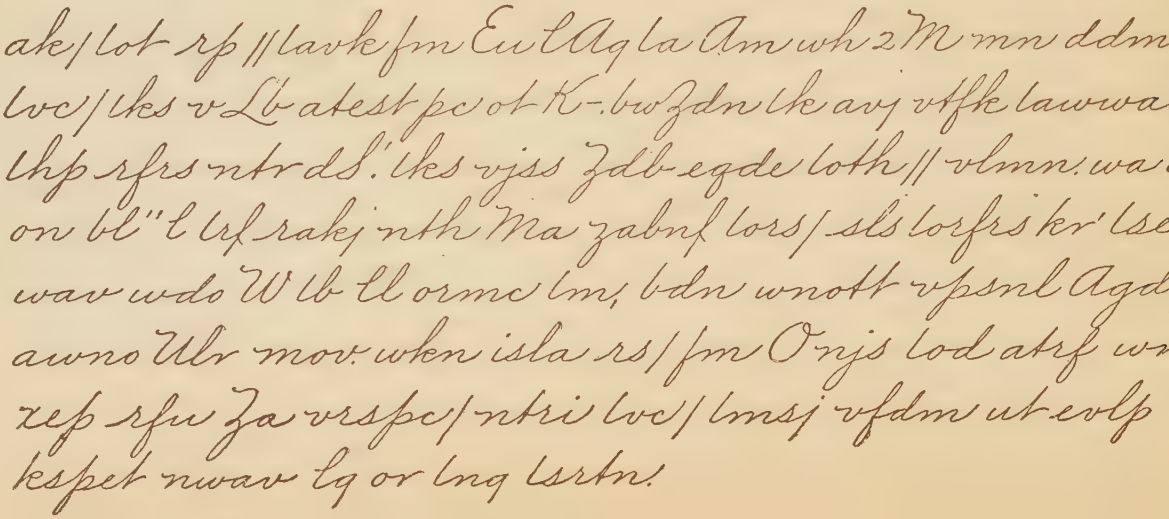
According to the reports that have come from Europe, all agree that America with her two million men did much to advance the cause of liberty and to establish peace on the continent.

But we should not take advantage of the fact that we were able to help our friends in their distress.

The cause of justice should be equally dear to the hearts of all men. What blesses one blesses all; therefore our action in this matter was a benefit to ourselves, as well as to our friends across the sea.

Whatever we do, whether it be little or much, it must be done with no thought of personal aggrandizement and with no ulterior motive.

We cannot isolate ourselves from other nations today, and therefore we must accept our full share of responsibility in trying to advance the message of freedom, until every lip can speak it in whatever language or tongue it is written.



LESSON FIFTY

(Note: The words included in Lessons Forty-six, Forty-seven, Forty-eight, and Forty-nine comprise the tenth hundred words of highest frequency in the English language.

The following words are derived from, or suggested by, the words found in the last four lessons, and they are offered as a supplementary drill and review.)

bitter.....Bt	jumper.....Jmp	painter.....Pa-	shopper.....Zpr
discoverer..dsKvr	noisier.....Nys	recorder.....Rk/	shutter.....Ztr
graver.....Gv	objector.....Ob	reporter.....Rp/	trader.....Tra
healthier.....Hlt	outsider.....Ousi	seeker.....Sk	weaker.....Wk
famously.....fmxl	gravely.....gvl	noisily.....nysl	properly.....Ppl
actionable...akjb	agreeable.....Agb	exchangeable....xcjb	justiceable.....jssb
circuit.....Ct	circulation....Clj	circumnavigate...Cnv	circumstantial...Csx
circulate.....Cla	circumference...Cf	circumstance.....C,	circus.....Cx
recognition...rkj	recollection..rkkj	recommendation..rk-j	reconciliation.rkslj

SUMMARY OF PRINCIPLES—BOOK FIVE

a- for initial

anta	antagonize	a-gnz
ante	antedate	a-da
anti	anticipate	a-spa
	antiquity	a-q;
	antipathy	a-pt,

'' (two apostrophes) for final "lessness."

lessness	carelessness	ka''
	helplessness	hp''
	hopelessness	hop''
	fearlessness	fe''

C for initial

circ	circle	Cl
	circus	Cx
	circuit	Ct
circu	circular	Clr
circum	circumvent	Cv-
	circumstance	C,
	circumstantial	Csx
	circumspect	Cspk

d omitted before

j	adjudge	ajj
	adjunct	ajq
m	admit	amt
	admission	amj
	admire	ami
v	advent	av-
	adventure	av-u
	adversary	avsy

f/ for final fication

fication	classification	klsf/
	identification	id-f/
	specification	spsf/
	verification	vf/

K for final

acle	tabernacle	tbnK
ecle	speckle	spK
ical	radical	rdK
	physical	fsK
icle	cycle	sK
	bicycle	bsK
uckle	buckle	bK

la for final

late	slate	sla
alate	exhalate	xla
elate	relate	rla
ellate	appellate	apla
ilate	dilate	dla
olate	desolate	dsla
	interpolate	Npla
ulate	formulate	fmla

m for initial and medial

em	emphasize	mfsz
	emphatic	mfT
	unemployed	umpy
um	umpire	mpi

Omit "r" in words of more than one syllable after the letters

b	breakfast	bkf,
	breathless	btl'
	brevity	bv;
d	dreadful	ddf
	drinker	Dq
	dreary	dy
f	fraudulent	fdl-
	freedom	fdm
	frequent	fq-

g	gravel	gvl
	grievance	gvc/
h	horoscope	hskp
	hornet	hnt
	horizon	hzn
k	credit	kdt
	crescent	ks-
	crevasse	kv'
t	tranquil	tql
	tragedy	tjd,
v	vermin	vmn
	converse	kvs
	perverse	pvs

P for initial and medial

para	paradise	Pdi
	paramount	Pmw
	comparative	kPv
	apparel	aPl
peri	period	Pd
pira	pirate	Pt

R for initial

retre	retreat	Rt
retri	retribution	Rbj
retro	retrograde	Rga
	retrocede	Rsd
	retrospection	Rspkj

S for final

astic	plastic	plS
	drastic	drS
austic	caustic	kS
estic	domestic	dmS
istic	artistic	a/S
	mystic	mS
ostic	acrostic	krS
ustic	rustic	rS

v for medial and final

ive	responsive	rspcv
	actively	akvl
tive	furtive	frv
ative	figurative	fgv
itive	fugitive	fjv
utive	diminutive	dmnv
	executive	xkv

X for initial

exter	exterior	Xr
	exterminate	Xm;
	external	Xnl
extir	extirpate	Xpa
extor	extortionate	Xj;
extra	extradite	Xdi
	extraction	Xkj
extre	extreme	Xm
	extremity	Xm;
extri	extricate	Xka
	extrude	Xd

TO THE STUDENT

GROWTH

Individual growth comes only through the exercise and development of the creative ability within each. An endless copying of the words and thoughts of others does not tend to the highest development. We create by means of thought. We think only in words. When we take words and use them to express a thought of our own, we make or create something which is in and of ourselves. This is following the natural law of growth, *which is all from within out*, and not from without in.

While all potentiality is within each, the individual uses only that which he is conscious of possessing; he cannot use that which another possesses; therefore an awakened consciousness is essential. This awakening comes, not by having all the thoughts ready-made, but through the individual's own active, constructive, purposive thinking. Just as we learn to do by doing, so we learn to think by thinking.

PERFECT WORK

Perfection is the goal to be reached. It should be the ultimate and not the primitive requirement. All that anyone can express today is the best that is within him; but the law of growth, the law of individual unfoldment, demands that the best of today be made a little better tomorrow. Herein lies the road to success. May you enjoy to the fullest traveling this road, and reap all the benefits to be derived therefrom.

LESSON FIFTY-ONE

Sentences

This work in Speedwriting is submitted as the practical formula for the solution of all the problems of the overworked stenographer.

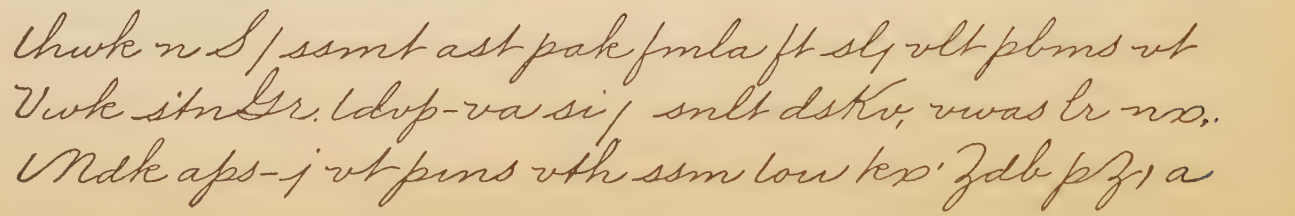
The development of a science is only the discovery of what is already in existence.

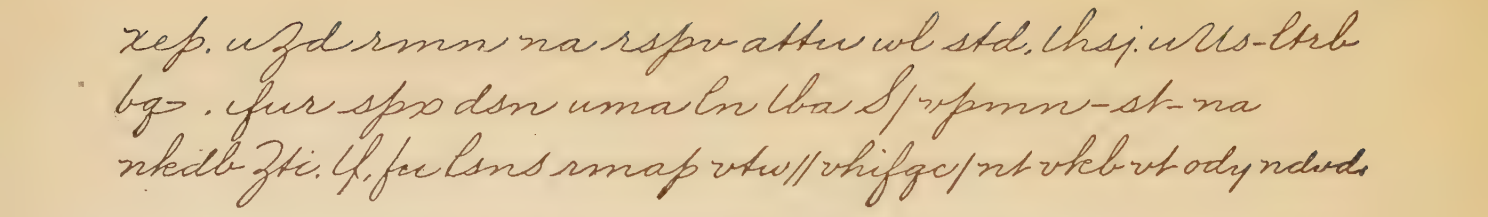
The introduction and presentation of the principles of this system to your consciousness should be appreciated and accepted.

You should remain in a receptive attitude while studying this subject. Your understanding will thereby be quickened.

If you are especially discerning, you may learn to be a Speedwriter of prominent standing in an incredibly short time.

The first few lessons are made up of the words of high frequency in the vocabulary of the ordinary individual. (111 words)





TO THE STUDENT

The words given in this book are those of unusual occurrence. They are used simply to illustrate the more difficult matter which every shorthand writer occasionally encounters. A knowledge of shorthand is incomplete until the writing and reading of these words becomes familiar.

There are two ways of approaching this phase of the work. One, the hard, long way; the other, the easy and interesting way. If the student attempts to learn these words merely as words, and tries to remember how to write them just as single words; then he has chosen the hard, long way. But if he will take these words and resolve them into their component parts; in other words, pick them to pieces, and see how they are made up; then he will find that he knows already how to write the different parts, and this way lets in the light. Then the word is no longer a stranger to him. He sees it only as a combination of old friends that he has been using for a long time. This is the easy and interesting way. Try it.

LESSON FIFTY-TWO

Principle

102 Write A to express initial ATTRA, ATTRI, ATRO. (attractive, Akv : attribute, Abu : atrocious, Ax)

Sentences

The most important part of this work is gaining the use of a sufficiently extensive vocabulary to meet the demands of any situation.

One should strive to add daily to his vocabulary at least twenty-five new words.

By ascertaining the meaning and significance of such words, one becomes wonderfully resourceful and successful in his work.

One can tabulate and manipulate the principles of this system after a very few weeks of study, meditation, and practical application.

This work is constructed for the occupancy of the student of average mentality for about three months.

One can meditate on the component parts of these principles, and apply them inaudibly, even while walking on the street.

One should accomplish something of importance for every hour spent; in other words, "Fill each unforgiving minute with sixty seconds' worth of distance run."

To be for one's best interest a thing must contribute toward satisfaction, and to be so contributive, it must tend toward conserving the individual.

The things that conserve the individual are cheerfulness, intelligence, and all concordant and successful attributes.

You must be your own schoolmaster; you must recognize that you are always in need of wisdom, and you must be ready to practice any severities against yourself in order to gain this end.

Indolence is the curse of man. Mental indolence is incredulity, on which some pride themselves; they call it skepticism, and talk of the reign of reason.

(237 words)

tmo, ip p/ vthwk sgn tus vasfj/l xtcv vkb tmet dm-- vn, sit.onZd Sv tad dl tos vkb atle, 25nuw//.bastn tme aSgf vscw// onbks W-f rssf asuc nswk.onk tbla amnp; tpins vth ssm af avfuwks vstd, mdtj apak apkj.thwks kSk ft okpc/ vtstd- vav m-l; fab 3mo.onk mdta ot kpn- p// vtz pins aapi tm nadb vnwl wak otst.onZd akpZ sg vip fevr sp- n0w// flec ufgi mn w 60 sec wrt v dsc/ rn.tb fons b, N, atg m, Kb t/ sat atb so Kb tm, t- t/ ksv tndvd.ttgs taksv tndvd r cef' Nj al kk/- asuc Abus.um,b u on sklmS um, rkz taur lw nnev wsdm aum, b rd, tpak n, svr;; agus/ n0r tgn the-. ndlc/ stkrs vm-.m-l ndlc/ snkdl; owc so pi tms/ tyklt skpI atak vtrn vrsn.

LESSON FIFTY-THREE

Principle

103 Write i; to express final ITIS. (bronchitis, bqi; : laryngitis, lji; : tonsilitis, tci;)

Sentences

Increased subtility of sensation means increased vividness. For instance, a man of sensibility and imagination feels more in consequence of the unfaithfulness or faithfulness of a friend, than can a man of even the grossest physical nature feel through the medium of the senses.

The universe is full of magnificent promise for us if we will but lift our eyes and see.

It is that lifting of the eyes of the mentality that is the first need and the first difficulty.

It is the essential characteristic of the man of genius that he is comparatively indifferent to that fruit which is within his reach, and hungers for that which is afar on the hills.

We are content, for the most part, to go on in an aimless way, without any idea of a goal, or understanding of which way we are going.

When a man first becomes aware of this aimlessness, and is dimly conscious that he is working with great and constant efforts, then descends on him the misery of disillusionment.

In what direction does your goal lie? Up the Hill of Difficulty, or down where the path is easy and smooth?

The man who chooses the way of effort, and refuses to allow the sleep of indolence to dull his soul, finds in his work a new and finer pleasure each day.

(224 words)

nke, stl; vscj mes nke, vv'.fnsc/ am- vscb; amjnj fls mo n ksqc/ vt ufatf' or fatf' vafr n ka m- vvnt grs, fsK Na fl tut mdm vt sc//.tuvs sfuv Mgf pms fus ifwl blf ris ase.tsta lf vtis vtm-l; tast f,ne atf, dfk.tst snx KkS vtm- vjnx taes kPvl ndf to ta fru wcs wn src a Hgs fta wcs afa ot hls.wrkt- ftmo, p/ tgo na aml' wa wwn, id va gl or Us- vwc wa wrg.wnam- f,bks awa vth am'' as dml kx taes wk wgr aks- ef// tn ds-- om tmsy v dslj-.nwa drkj dsugl li?pthl vdfk ordw wrt pth sez asmu?tm- ho czs twav ef/ arfzs talw tslp v ndlc/ tdl ssol fis nswk anu aFi pz/ ecd.

LESSON FIFTY-FOUR

And now let us consider how the initial difficulty of fastening the interest on that which is desired, is to be overcome. Needing this positively, we shall surely find the way.

If you turn your mind upon any given subject with sufficient concentration, you will receive illumination with regard to it sooner or later.

There is no way of acquiring this knowledge, or of using it when it is acquired, except by the exercise of the will. Will is the power of volition, and is resident in the mentality.

Do not resist nor resent the circumstances of life any more than the plants resent the rain and the wind.

Nature is always consistent, even though she feigns to contravene her own laws.

Greatness in man is popularly supposed to be a thing inborn, but as a matter of fact, greatness can only be attained by growth.

The man who is strong utters no idle words, he does no unconsidered act, he neglects no duty of office however homely or however difficult.

To establish sufficient determination to accomplish a thing, one must have a fixed purpose, or resolution.

Determination prompts one to attend to the things that must be done, to accomplish the thing which one has determined.

The heart is the directive and distributive center of the individual, and it is also the pulsative center of the universe.

"Where thy treasure is, there will thy heart be also." (238 words)

anw ltus Ks hwt-nxp dfk vfsnt-N,ota wcs dsr-stb-Vk.
neth psvl wZ-sul fitwa. ifutn umi-pnn, gisj wsfj/
ks-rj ulrse ilmj wrq/ lot-In La. lrsnowa vagi lhnlj
orv ust-wnts agi xep bt xsz vtwl. wl-stpw-vvlj asrsd-
ntm-l). donrs, nr rs-lC,, vlf n. mont-pl--rs-lrn
atwi-. Na slw-kss-vntho Zfns Kvn honlas. gr nm-
spop-spz lb atq nbn basa Mavfk gr knlb at-bgro.

lnv-hosS Uts noidl w// edsno uks ak engks nodt,
vofs huv hml orhwv dfk.lest-sfj/ Dmj lakpZ atq
onm,v afxo pps or rslj. Dmj pms on lak-lot-
lgs lam, bdn lakpZ ltq wconas Dm.lh/ stdrkv
a dSbv S-vtndvd ats lso lplsv S-vtuvs.wr li lz/
s lrl li h/ blso.

A PRAYER

td rtns abrs us tpt; rw v irtag ksns a dt,,.hpus tpla tm- hpus tpfm tm wLf aki fss lt cef' abw w ndS..gius tg blitl or bs lth d brus tor rsg bds wy akt- a udsOn agr-us nte- tgf vslp.amn.

--Robert Louis Stevenson.
(67 words)

LESSON FIFTY-FIVE

Principles

104 Write H to express initial HYDRA, HYDRO. (hydraulic, Hlk : hydrophobia, Hfb)

105 Write Ml to express initial MULTI. (multigraph, MlG : multitude, Mltu)

106 Write Me to express initial and final METER, METRI. (kilometer, klMe : metric, Mek)

107 Write ol to express OLOGY. (theology, teol : biology, bol : geology, jol)

Sentences

Light is natural electricity. The electrical switchboard connects all the wires of an intricate system at a single source. We can use this power by means of various instruments.

Hydrostatics is the science of fluids at rest; while hydraulics is the science of fluids in motion.

The essential excellence of the metric system is the multiplication and subdivision of the fundamental unit of length--the meter--according to universal decimal notation.

The liter is the fundamental unit of capacity.

We should make a supreme effort to master this system, and to alter our own system to conform to it.

All activity and all development are expressions of perceptions. Perceptions include all things one does, hears, feels, tastes, or smells.

One arrives at the soundness and truth of a proposition through a compilation, combination, computation, classification, and condensation of facts. One also learns much by analogy. (146 words)

lis Nal Els;.tElK swcb/ knks lt wis va Nka ssm ata sgl ss.wkus thpw bmes vvx nS--. Hst st sic/ vfluds atr, wl Hlks st sic/ vfluds nmj.tsnx xl vt Mek ssm st Mlpkj asdvj vt f--l ut vlng tMe ak/ to uvs dec ntj.tLe st f--l ut vkps;.w Zdmk aspm ef/ tmS thssm atAl ron ssm tkfm tot.lakv; al dvlp- rxpjs v pspjs.pspjs ncd ltgs onds hes fls ta,, or smls.on rvs att sw' atu va ppsj tua kplj kbnj kpuj klsf/ a kdcj vfks.onlso lns mc b alj,.

LESSON FIFTY-SIX

Principle

108 Write N to express final ANTIC, ENTIC. (frantic, fN : authentic, atN)

Sentences

With great tenacity of purpose and generosity of soul we are right now striving to bring the backward peoples of the earth into closer domestic relations with us.

We do not wish to antagonize them in any way; instead we wish to remove all suspicion from their minds.

In doing this work, we are constrained by an uncontrollable desire to extricate these countless multitudes from their superimposed sense of materiality.

If it should transpire that we were able to reclaim these people, and reinstate them in the family of nations, I declare to you that it would constitute the most patriotic service this country has ever contributed to the progress of the world.

In this work we must not alternate between hope and despair, but must work with uninterrupted zeal to retrieve all previous mistakes.

It would be a calamity to allow any inanity or pusillanimity on our part to deter us.

The principle of the brotherhood of man is what binds together nations, as well as individuals, and institutions.

This is the ultimate aim of our work, and it is the most gigantic proposition ever presented to the public. (190 words)

wgr tns; vpps aJns; vsol wr rinw Sv tbr tbk/pps vteth nt Kls dmS rljs wus.wdon wZ ta-gnz tm nn,wa nsd wwZ trmv l sspj fm tr mi--.ndo thwk wr kS- ba uKlb dsr tXka tz ktl' Mltus fmtr spmpz sc/ vMal;.iftZd Tpi taww ab trcm tzpp a rnsta tmnt fml vnjs idc tou tatd kstu tmo, PaT svs thK asev Kb tot pg' vtwo.nthwk wm,n Alna bt hop a dspa bm,wk w uNp zl tRv l pvx msks.tdb aklm; talw n, nn; or pslm; orp/ tD us.tpin vt Brohd vm- swa bi-- tog njs sls ndvds anstjs.thst ulma am vrwk atst mo,jgN ppsj ev ps-d tot pb.

LESSON FIFTY-SEVEN

Letters

Mr. William Meyer
325 Fifth Avenue
New York

My dear Mr. Meyer

GROW or GO

That's the very spirit of the times. In fact, it's the decree of Nature, herself.

What isn't growing is going--going back to whence it came.

What are you doing--growing or going?

I won't ask you if you are accumulating about you more resources--but--

Are you using to the best advantage the resources you have?

The wise financier doesn't run around to see how he can keep from spending a dollar. He looks for ways to spend it--spend it so that it brings him in the largest dividends possible.

The wise business man doesn't look to see how he can keep from doing work. He tries to see how he can do more work and better work in the same space of time.

The closed hand can't receive. The closed mind can't learn. It is the open hand that receives, and the open mind that learns--that grows.

You have resources now at your command--in the plain ABC's of the English language--that will save you 70 per cent of the time and effort you would ordinarily devote to longhand note-taking. Are you using them?

Sincerely yours (209 words)

EBD H

M wm Mi 325 5 av NY md M Mu. gro or g.. la's lvsp v tti s nfk l st dke v Na hs/. wa s-gro s g g bk lowc/ lk. warudo gro or g?? iwo-sku fur akla abu mo

rsss b-rnns lotb; avj l-rsss uv ?? lwz Onc/ds-rn rw lse hwck kpfm sp-ad. elos fwas lsp-l-sp-l sota lbrsm n lj; dvd--psb:. lwz bsm-ds-lo lse hwck kp fmdowk. etris lse hwck domo wk aBwk ntsa sps vti. lkelz h-k-rse. lkelz mi-k-ln. lst-oph-larses atopmi-laln s lagros.. uv-rsss nw atuk-ntpln abc's vt Eq lg lal-savu 70 pc vtti aef/ud odyl dvo lolgh-nt lkg. ru ustm ?? su

Punctuation

(27) *Commas are unnecessary at the end of the lines composing an inside address or envelope superscription, although the more conservative practice is to include them there. The tendency in business, however, is to omit punctuation where separations are indicated by other means.*

LESSON FIFTY-EIGHT

AUSTEN, MICHAELS & CO.
161 Hudson St.
New York

February 1, 1925

Mr. William B. Cutler
17 Market Street
New Haven, Conn.

My dear Mr. Cutler

I call your personal attention to the enclosed statement showing a balance of $625 due us since November 1st.

The fact that you have so often availed yourself of our discount of 2 per cent for cash in 10 days, or 30 days net, would make it seem unnecessary for us to remind you of our terms now. But the further fact that, during the twenty years you have been a customer of ours, with annual purchases approximating $1500, you have never once allowed your bill to run like this, makes it very hard to reconcile.

I assure you that I have not for one moment lost confidence in your integrity; neither can I believe that it is simply a case of oversight on your part. I further note that you have made no purchases during these last three months. All this leads me to infer that you may be in difficulties of some sort. If you are, won't you take us into your confidence to the extent that we may make everything just as easy for you as possible?

I feel that this much confidence is due us, and I assure you it will be respected and appreciated.

Very truly yours

EBD H

(220 words)

M wm b Ktl 17 mkt st nuhvn ct.mdM Ktl..iklu psnl atj totnc sta- Zo abal v 625d duus sc/ nv l..tfk tauv soof avlus/ vrds v2pc fkZ n 10d or 30d nt dmkt sm unec fus trmi-u vrtms nw.bt Ffkta dut 20y uvb aKsm vrs waul pcss apx 15Hd uvnv c/alw ubl trn lkth mkst vh/ trksl..isuu taivn fonmo- l, kfdc/ nu ntg; Ne kible tats smp akas v Vsi ou p/.iFnt tauvma nopcss dutz l,3mo.lth les me tnf tau mab ndfks vsos/.ifur wo-u tkus ntu kfdc/ tot xt- tawma mk evg j, sezfus psb??ifl tath mc kfdc/ sduus aisuu tlbrsp apZ;.vtu

Letter Forms in the United States

The best usage decrees that every citizen is entitled to be addressed as Mr., Mrs., or Miss, and men in a firm to be called Messrs. To omit these titles is a discourtesy which should not be permitted, even though the omission may save a good deal of time.

Dear Sir *or* Dear Madam *are decidedly stiff and formal; they haven't the warmth typical of real life; they are not applicable to personal conversation; and therefore they should be used only in very formal address, or where the name of the individual addressed is unknown.*

Dear Mr. Jones, *and* Dear Miss Smith *are all right for friends or business associates of long standing, but such a familiar address could hardly be used to the stranger or the business associate of short acquaintance. My dear Mr. Jones, or My dear Miss Smith is a much safer form of address.*

Letter Forms in Great Britain

In Great Britain different forms prevail. If a man is of good social and business standing, he should not be addressed as "*Mr. C. E. Chandler*," but as "*C. E. Chandler, Esq.*"

"*Dear Sir*," or "*Dear Madam*" is the correct salutation to a business letter, unless it is to a firm, in which case use "*Gentlemen.*"

A business letter should close with "*Faithfully yours*" or "*Yours faithfully*"—a personal letter can close with "*Yours sincerely.*"

LESSON FIFTY-NINE

AUSTEN, MICHAELS & CO.
161 Hudson St.
New York

February 15, 1925

Mr. William B. Cutler
17 Market Street
New Haven, Conn.

My dear Mr. Cutler

It is with a feeling of genuine anxiety that I again write you regarding your long over-due balance of $625. I assure you that this anxiety is not primarily over what I look upon as the very remote possibility of losing that amount of money. But the possibility that a valued customer of twenty years' standing, a man whom we have always held in such high esteem, may be in trouble, either financial or personal, and fail to allow us to so much as lend him our moral support, is indeed a reflection on the friendly relations we have always supposed existed between us.

Did you ever read Riley's little poem, "In a Friendly Sort of Way"? "What," you say, "mixing business and sentiment!" Yes, you have the idea exactly. I have always found that it pays in the saving of human energy, in the wear and tear of this business life, to mix in a little sentiment just for a lubricant, you know.

Now, Mr. Cutler, whatever your problem is, just remember that you can always "Feel our hand upon your shoulder, in a friendly sort of way." That is just what a long-tried acquaintance and friendship such as ours means to us, and we hope it doesn't mean less to you. So please let me hear from you by return mail, and rest assured that Austen, Michaels & Co. believe in standing by their friends.

Sincerely yours (261 words)

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A MESSAGE TO GARCIA

When war broke out between Spain and the United States, it was very necessary to communicate quickly with the leader of the Insurgents. Garcia was somewhere in the mountain fastnesses of Cuba--no one knew where. No mail or telegraph message could reach him. The President must secure his co-operation, and quickly.

What to do!

Some one said to the President, "There's a fellow by the name of Rowan will find Garcia for you, if anybody can."

Rowan was sent for and given a letter to be delivered to Garcia. How "the fellow by the name of Rowan" took the letter, sealed it up in an oilskin pouch, strapped it over his heart, in four days landed by night off the coast of Cuba from an open boat, disappeared into the jungle, and in three weeks came out on the other side of the island, having traversed a hostile country on foot and delivered his letter to Garcia, are things I have no special desire to tell in detail.

The point I wish to make is this: McKinley gave Rowan a letter to be delivered to Garcia; Rowan took the letter and did not ask, "Where is he at?" By the Eternal! there is a man whose form should be cast in deathless bronze and the statue placed in every college of the land. It is not book-learning young men need, nor instruction about this and that, but a stiffening of the vertebrae which will cause them to be loyal to a trust, to act promptly, concentrate their energies; do the thing--"Carry a message to Garcia!"

General Garcia is dead now, but there are other Garcias.

No man who has endeavored to carry out an enterprise where many hands were needed but has been well-nigh appalled at times, by the imbecility of the average man--the inability or unwillingness to concentrate on a thing and do it. Slip-shod assistance, foolish inattention, dowdy indifference, and half-hearted work seem the rule; and no man succeeds unless by hook or crook or threat he forces or bribes other men to assist him; or mayhap, God in His goodness performs a miracle and sends him an Angel of Light for an assistant. . . . . .

And this incapacity for independent action, this moral stupidity, this infirmity of the will, this unwillingness to cheerfully catch hold and lift, are the things that put pure Socialism so far into the future. If men will not act for themselves, what will they do when the benefit of their effort is for all? . . . . . .

My heart goes out to the man who does his work when the "boss" is away as well as when he is at home. And the man, who, when given a letter for Garcia, quietly takes the missive, without asking any idiotic questions and with no lurking intention of chucking it into the nearest sewer, or of doing aught else but deliver it, never gets "laid off," nor has to go on a strike for higher wages. Civilization is one long anxious search for just such individuals. Anything such a man asks shall be granted; his kind is so rare that no employer can afford to let him go. He is wanted in every city, town, and village--in every office, shop, store, and factory. The world cries out for such; he is needed, and needed badly--the man who can carry a message to Garcia.--ELBERT HUBBARD (575 words)

SUMMARY OF PRINCIPLES—BOOK SIX

A for initial		
attra	attractive	Akv
attri	attribute	Abu
atro	atrocious	Ax
H for initial		
hydra	hydrant	H-
	hydraulic	Hlk
hydro	hydrophobia	Hfb
	hydrographic	HGk
	hydroplane	Hpln
	hydrostatic	Hst
i; for final		
itis	appendicitis	ap-si;
	bronchitis	bqi;
	laryngitis	lji;
	tonsilitis	tci;
Me for final		
meter	kilometer	klMe
	metric	Mek
Ml for initial		
multi	multigraph	MlG
	multitude	Mltu
N for final		
antic	frantic	fN
	gigantic	jgN
entic	authentic	atN
ol for final		
ology	biology	bol
	geology	jol
	graphology	Gol
	phrenology	fnol
	psychology	skol
	physiology	fsol
	minerology	Mnol
	zoology	zol
	theology	teol

DATE DUE

SEP 8 1970		MAR 13 1973 RETURNED	
OCT 8 1970		MAY 2 7 1980	
	1972		
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